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One of a four-volume report including position papers and specifications for the elementary teacher education program on the University of Wisconsin campus in the year 1975 and beyond. A description is given of the university facilities which are available or are to be made available for WETEP (Wisconsin Elementary Teacher Education Project) implementation on the campus. An arrangement is suggested from which an anticipated creative architectural concept may emerge for the WETEP space facilities. This arrangement involved the housing of WETEP activities on two floors and in three center circles of an educational complex. Spatial relationships are shown diagramatically, and space requirements are presented for each floor and the areas comprising each center circle. Special consideration is given to space requirements for flexibility, climate control and accoustical treatment and lighting, the communications system, and proximity of other university departments and facilities. Footage and equipment requirements are also presented for the various areas of the complex. (FS)

WISCONSIN
ELEMENTARY TEACHER EDUCATION PROJECT

Volume IV:
University Facilities

School of Education • The University of Wisconsin • Madison, Wisconsin

WISCONSIN

ELEMENTARY TEACHER EDUCATION PROJECT

Volume IV: University Facilities

School of Education
University of Wisconsin
Madison, Wisconsin

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREFACE

The Wisconsin Elementary Teacher Education Project (WETEP) was initiated in November, 1967. The present report is the result of extensive efforts during the fifteen-month period between that date and March 3, 1969. Undertaken by faculty members who share the responsibility for the continuing elementary teacher education program on the campus of the University of Wisconsin, this four-volume report includes position papers and specifications for the elementary teacher education program on this campus in the year 1975 and beyond.

Volume I includes a series of twelve position papers which cover topics ranging from teacher roles and systems approaches to instruction to control and management procedures for the continuing development and implementation of WETEP. An index to all four volumes is also included in Volume I. Volumes II and III contain descriptions of specifications for the various elements which make up the teacher education program. The purpose of WETEP as a project is to further refine, develop and implement the program specifications as they are presented in these volumes and to serve as a continuing exploration and dissemination center in teacher education. Volume IV describes the University facilities which are available or are to be made available for WETEP implementation on the campus of the University. A fifth volume, titled Wisconsin Elementary Teacher Education Project Proposal has been prepared for submission to the U. S. Office of Education March 3, 1969. That proposal briefly describes WETEP and requests funds for a management and cost analysis study to be undertaken from May 1, 1969, to January 1, 1970.

The Wisconsin Elementary Teacher Education Project is an inclusive undertaking designed to create new patterns for teacher education and to assemble "The pieces of the educational revolution (which) are lying around unassembled," as John Gardner has said in No Easy Victories. Those pieces include new curricula for the schools, rapidly altering procedures in higher education, continually improving technological resources, innovative approaches which improve the quality of the relationship between student and teacher, and emphases which give continuing hope for effective individualization of instruction.

The successful development of WETEP has required and will continue to require support from a large segment of the University faculty and administration. Other resources beyond those available from within the University structure have been organized to give leadership and support to various aspects of the project. One such resource is represented by the State Department of Public Instruction and the school systems which have become a part of the enlarged cooperative WETEP effort. Radio Corporation of America and Educational Testing Service are committed to continuing support in the development and implementation of WETEP beyond these planning stages to which they have contributed in a variety of significant ways.

Ultimately the success of WETEP is dependent upon the quality of scholarship characteristic of the faculty responsible for its implementation. The University's Central Administration, the Graduate School, and the School of Education have provided support for the planning of WETEP and faculty members have contributed substantial amounts of time and effort to prepare this report as a first step toward the development of WETEP on this campus. It is on the basis of this first step that our colleagues on campus and in the schools, our partners in RCA and ETS, the administration of the University of Wisconsin, and representatives of various funding agencies will be able to make those judgments which it is hoped will provide for the continued improvement of teacher education through the Wisconsin Elementary Teacher Education Project.

M. Vere DeVault
Director

February, 1969

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TABLE OF CONTENTS

	Page
PREFACE	iii
WETEP STAFF	v
LIST OF FIGURES AND TABLES	xi
INTRODUCTION	1
ABSTRACTS	
Space Facilities	3
Related Educational Facilities	5
The WETEP Faculty	7
SPACE FACILITIES Thomas Barrett, Meredith Ames, M. Vere DeVault and Stewart North	9
Introduction	11
Statement of Basic Assumptions for WETEP	11
Statement of Purposes of WETEP	12
Functions, Activities and Space Relationships	13
Circle 1 Space Requirements	19
Space Requirements: LEARNING CENTER	19
First Floor Space Requirements	22
Space Requirements: INSTRUCTIONAL ELEMENTS	22
Space Requirements: STUDENT-FACULTY LOUNGE	24
Circle 2 Space Requirements	25
Space Requirements: CURRICULUM AND INSTRUCTION	25
Second Floor Space Requirements	25
Space Requirements: MEDIA CENTER	25
Space Requirements: PROGRAM REVISION AND DEVELOPMENT CENTER	29
Space Requirements: RESEARCH AND ASSESSMENT CENTER	30
Space Requirements: COMPUTER SERVICES	31
Space Requirements: DIAL-ACCESS STORAGE AND RETRIEVAL CENTER	32
Space Requirements: TECHNOLOGICAL MAINTENANCE, RESEARCH AND EVALUATION CENTER	33
Space Requirements: STUDENT PERSONNEL CENTER	33
Space Requirements: RECEPTION/VISITORS	34
Space Requirements: WETEP ADMINISTRATION	34

	Page
Special Considerations	35
Space Requirements for Flexibility, Climate Control and Acoustical Treatment and Lighting	35
The Communications System	36
Proximity of other University Departments and Facilities	37
Footage and Equipment Requirements	39
Learning Center	39
Instructional Elements	41
Science Area	43
Communications Area	45
Social Studies Area	46
Mathematics Area	47
Culturally Diverse Area	48
Guidance Area	49
Early Childhood Area	50
Special Education Area	51
Health Area	52
Safety Area	53
Educational Psychology Area	54
Introduction to Elementary Education Area	55
Student-Faculty Lounge Area	56
Curriculum and Instruction Area	57
Media Production Area	59
Program Revision and Development Center	61
Research and Assessment Center	62
Computer Services Area	63
Dial-Access Storage and Retrieval Center	65
Technological Maintenance, Research and Evaluation Center	66
Student Personnel Center	68
Visitor Reception Area	69
WETEP Administration	70
Summary of Space Requirements	72

LIST OF FIGURES AND TABLES

Page

Figures

Organization of Papers which Describe the Wisconsin Elementary Teacher Education Project 2

Proximity Requirements of Functional Areas 14

Vertical Cutaway Showing Arrangement of Space by Floors and Circles 15

A Suggested Space Organization Plan for the First Floor . . . 16

Illustrative Space Relations for an Instructional Element . . 17

A Suggested Organization Plan for the Second Floor 18

Space Arrangement for Circle 1: LEARNING CENTER 20

Space Arrangement for Circle 2: CURRICULUM AND INSTRUCTION, LABORATORY/CLINICAL 26

Organization for Media Operations 27

. . . . . .

Table

Number of Offices, Seminar Rooms and Media Reception Rooms Planned for the First Floor 24

UNIVERSITY FACILITIES

Volume IV

Introduction

The outstanding facilities available on the campus of the University of Wisconsin make it possible to anticipate the successful implementation of the Wisconsin Elementary Teacher Education Project. This volume is designed to provide evidence of the competence of faculty and staff, the nature of research and development activities throughout the campus which can provide support for the development of WETEP, and a description of space facilities in which much of the campus activity will be housed.

The chart presented on the next page indicates the contents of each of the four volumes in the report. A comprehensive understanding of WETEP as it is presently planned requires a knowledge of the content in all volumes. To assist the reader in part with this problem, the Space Facilities report includes an introductory section directed to the assumptions and purposes of WETEP. It is only in the context of the total program plan that an understanding of space facilities specifications will be fully understood.

WETEP has evolved at a time when a new teacher education building ranks high on the State of Wisconsin building priorities list. It is possible, therefore, to consider the implementation of WETEP when facilities specifically designed for individualization of instruction will be available for teacher education at the University of Wisconsin.

POSITION PAPERS	ELEMENTS		RESOURCES
Schooling For 1975	Screening	Curriculum and Instruction	
Communication: A Curriculum Focus For WETEP		Art Education	
Teacher Roles For 1975	Orientation	Health Education	
A Cybernetic System For WETEP		Safety Education	
Cognitive and Affective Levels In Teacher Educ.	Educational	Leisure Education	
Teacher Education and Curriculum Development	Communications	Guidance	Space Facilities
New Roles For University Faculty		Physical Education	
The WETEP Media and Telecommunication System	Mathematics Education	Media and Technology Education	Related Educational Facilities
The Research Facility Of WETEP	Science Education	Music Education	
Assessment Procedures For WETEP		Early Childhood Education	WETEP Faculty
WETEP As An All University Function	Social Studies	Culturally Diverse	
The Role Of The School		Special Education	
Index			
CONTENT OF VOLUME I	CONTENT OF VOLUME II	CONTENT OF VOLUME III	CONTENT OF VOLUME IV

ORGANIZATION OF PAPERS WHICH DESCRIBE
THE WISCONSIN ELEMENTARY TEACHER EDUCATION PROJECT

SPACE FACILITIES

Abstract. The program envisioned by the WETEP staff can be effectively implemented only in a specially designed environment. The nature of the individualized program requires a pattern of instructional space quite unlike that found in todays institutions of higher learning.

The Space Facilities have been designed in keeping with the assumptions and the basic purposes underlying the WETEP systems approach to instruction. Every decision relative to space is made to reflect a parallel decision in program planning. A major challenge for the WETEP staff will be to effectively and efficiently progress through the transition period from the present program in present facilities to the totally new program in new facilities.

The WETEP Space Facilities are designed to make possible optimum interdependence among the various elements of the system. Proximity requirements of importance to the respective instructional activities have been given priorities by the staff. The Learning Center is situated so as to serve as the primary point of student participation in the independent instructional activities. Clustered around the Learning Center are the spaces provided for the operations of the instructional elements, including appropriate laboratories, seminar rooms, conference rooms, and faculty offices.

Having less immediate physical proximity--but very close communication proximity--are the facilities for media preparation and utilization, program revision and development, information control and storage, computer services, research and assessment activities, and visitor accommodations.

An essential characteristic of the Space Facilities for WETEP is an excellent and thorough communications system. This system will, first, transmit a great deal of information to learners in settings both for individual and group activities. Second, it will transmit to learners and instructors information about the progress of learners, thus providing the basic management system for WETEP. Third, this system will provide an extensive information network between campus activities and cooperating schools. Fourth, it will provide an information network among staff members in instruction, in development and research, and in administration within the WETEP facilities. And finally, it will make possible a close working relationship with the many associated on-campus facilities.

Any attempt to project needs over a lifetime for a building is difficult. Because WETEP represents a feasibility study, space flexibility is essential. While not offering specific or detailed directions to an architect, this outline of space requirements is expected to foster a creative architectural concept.

RELATED EDUCATIONAL FACILITIES

Abstract. To develop WETEP into the multifaceted, individualized, computer-managed program which has been envisioned by its authors, the services of many outstanding individuals and facilities on the university campus must be engaged. Cooperative use of the many research and development projects and programs available at the University of Wisconsin will help to insure the emergence of WETEP as the imaginative and effective program which has been projected. A sampling of some of these facilities follows:

Research and Technology Facilities

University of Wisconsin Computing Center: computing and related services for instruction and research.

Educational Resources Information Center/Clearinghouse on Educational Facilities: three research units (Cooperative Educational Research and Services, Environmental Design Center, University Facilities Research Center) concerned with educational facilities, sites, buildings, and equipment.

Wisconsin Research and Development Center for Cognitive Learning: center for the study of conditions and processes of learning and testing of systems and theories.

Media Facilities

Multimedia Instructional Laboratory: center for the use of automated audiovisual equipment for study of the effects of multi-screen techniques on learning.

Instructional Research Laboratory-Television: instructional television service for teaching and research purposes.

Bureau of Audio-Visual Instruction: film library and previewing facilities, curriculum advisory services.

Instructional Materials Center: study-research laboratory with materials to implement curriculum plans.

Special Education Instructional Materials Center: center for effective instructional materials in Special Education.

Applied Research Facilities

Psycho-Educational Clinic: center of research and training in child study.

Motor Learning Research Laboratory: study of the supportive components of volitional movement.

Behavioral Cybernetics Laboratory: center for the study of variable feedback effects and the dimensions of cybernetic control.

Instructional Research Laboratory: center for germinating and supporting basic research projects in education.

Synnoetics Laboratory: man-machine adaptation and computer-assisted learning.

Basic Skills Laboratory: intensive group investigation of a specific topic, presently, children's reading skills.

Schools and Observation Laboratory Facilities

Teacher Internship: program providing salaried team teaching experience for students.

Teacher Placement Bureau: organization facilitating the placement of teachers in the schools.

Preschool Laboratory: center for the study of the preschool child and training of preschool teachers.

THE WETEP FACULTY

Abstract. The successful implementation of a teacher education program of the nature and scope of WETEP is primarily dependent upon the competence and commitment of the faculty. Many facets of the University operation will converge to make WETEP a reality, but none compares in importance to the role of the faculty in the conception, development, implementation and maintenance of WETEP. The faculty of the School of Education at the University of Wisconsin is a research and teaching faculty deeply engrossed in the search for increased understanding about learners and learning, about program development and instruction, about schools and teachers, and about teacher education. The competence of the faculty is directly represented in the position papers and in the element specifications of the WETEP report. Indirectly, faculty competence is represented in the vitae which have been prepared. These vitae reflect professional involvement in educational problems both in school practice and in teacher education.

Perhaps the greatest strength of the faculty working within WETEP is evidenced by their successful insistence on an organization of the experimental teacher education program which maintains the integrity of the individual faculty member as he contributes to the total WETEP structure. The high degree of consistency among elements within the program has been maintained with a systems approach which has nonetheless allowed optimum freedom and independence for each faculty group to determine the nature of its contribution both at the planning phase and at the development and implementation phase of the program.

Many faculty and student committees have contributed to the conception of the WETEP specifications. In some instances, these committees served as the writing team for documents which are presented in this report. In other instances, the committees served in a consultant and review capacity to those faculty members who prepared the documents. Others served, as in the case of the Media Committee and the Systems Committee, as consultants to a variety of committees and individuals working on various parts of the report.

The involvement of faculty in many departments and in three colleges of the University has made WETEP a University-wide project. The College of Letters and Science, the College of Agriculture, and the School of Education have all been represented in WETEP planning and as a part of the continuing teacher education program at Wisconsin.

SPACE FACILITIES

Thomas Barrett, Chairman

Meredith Ames

M. Vere DeVault

Stewart North

SPACE FACILITIES

INTRODUCTION

A program such as that envisioned by those who have designed WETEP can be effectively implemented only in an environment far different from any which now exists on the University of Wisconsin campus or perhaps in any School of Education facility on any campus. Encouraged by consultants from university settings, elementary and secondary schools designs have in many instances forged new patterns of instructional space designed to house individualized instructional programs. The nature of the creative individualized program which is WETEP likewise requires a new pattern of instructional space in which such a program can be implemented.

Program planning and the design of space facilities should be parallel activities and the year-long intensive planning for WETEP have made this parallel activity a reality. The space facilities are based on the assumptions and the basic purposes underlying the WETEP systems approach to instruction. Every decision relative to space is made to reflect parallel decision in program planning. Existing facilities cannot house the new program and a major challenge for the WETEP staff will be to effectively and efficiently progress through the transition period from the present program in present facilities to the totally new program in new facilities. Fortunately, at the present time the Teacher Education Building on this campus is high on the list of building priorities. It may be expected that in this biennium or the next, state funds will be allocated for such a building which has for a number of years been very much needed and very much discussed on this campus. It is anticipated that state funds will support the instructional aspect of the facility and inasmuch as WETEP is seen as a continuous center for creative development in Elementary Teacher Education, outside funds will be sought for the development and research portion of the building. That part of the space facility for which outside funding will be sought includes the PROGRAM REVISION AND DEVELOPMENT CENTER, the RESEARCH AND ASSESSMENT CENTER, the TECHNOLOGICAL RESEARCH AND EVALUATION CENTER, and to accommodate the diffusion aspects of WETEP a special facility for forty visitors per day.

Statement of basic assumptions for WETEP

1. The major need in higher education is the development and maintenance of a humanistic environment for learning* for all students.

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* The expression "humanistic environment for learning" is meant to connote a personalized environment which requires a close relationship between learners and faculty. It is not meant to imply humanism in the classical sense.

9/10/11

2. The quality of the humanistic environment for learning is dependent upon the nature of faculty-student contacts involved in learning activities.

3. Traditional lecture methods of instruction in higher education do not contribute to the humanistic learning environment in part because faculty-student contacts are rare except in large group instruction.

4. Individualization of instruction and learning can enhance the humanistic quality of educational experiences when personal faculty-student contacts are frequent, comfortable, and meaningful.

5. Personal contact between faculty and students can be focused on more significant aspects of the total learning task when technology is used to provide instructional materials in sequences and strategies appropriate to the readiness and learning style of individual learners.

6. A wide variety of learning experiences should be made readily available to learners in a manner which places major responsibility for an individual's curriculum with that learner.

Statement of purposes of WETEP

The purposes of WETEP have been identified as:

1. To develop a center for teacher education which will demonstrate the best possible individually oriented elementary teacher education program.

2. To investigate the ways in which increased teacher-student individual relationships can be enhanced through an appropriate and effective utilization of technology.

3. To continually prepare teachers for roles in schools of various kinds and with children of varied cultural backgrounds.

4. To facilitate closer working relationships between schools and universities both in teacher education responsibilities and in public school curriculum development activities.

5. To provide a university environment for in-service education college and university faculty through participation in various aspects of WETEP.

6. To provide a center for the development and evaluation of teacher education materials and facilities.

7. To provide a research facility oriented to the study of a wide spectrum of problems in teacher education.

8. To provide a center for graduate studies in teacher education.

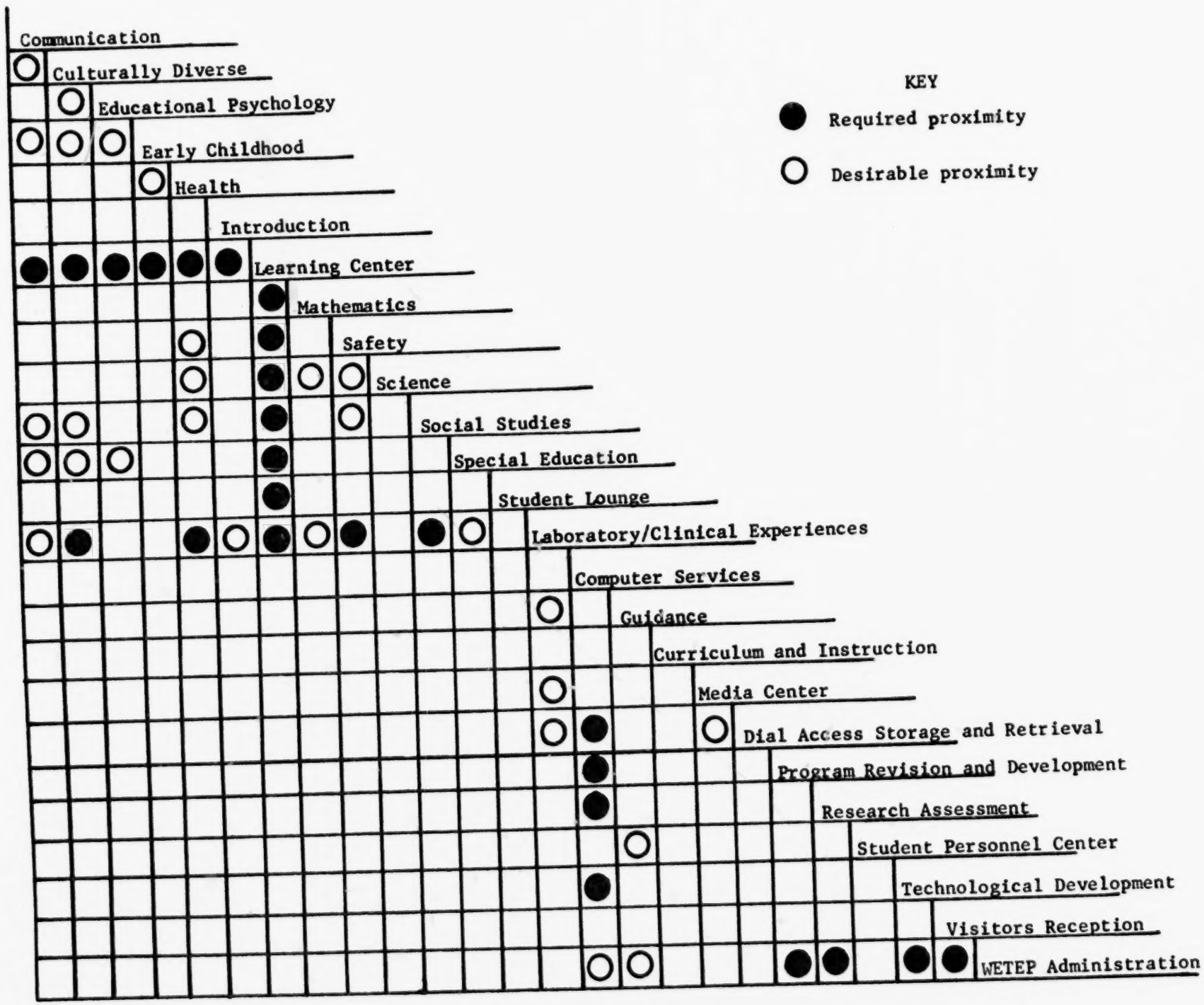
FUNCTIONS, ACTIVITIES AND SPACE RELATIONSHIPS

The program design for WETEP is such that careful attention has been given the nature of the expected interaction among human and machine aspects of the instructional system. The WETEP concept is designed to facilitate optimum interdependency among the various elements and components of the system. For example, a student undertaking the study of a module from within the EARLY CHILDHOOD EDUCATION element may need to make frequent reference to study material contained in the EDUCATIONAL PSYCHOLOGY element or in one or more of the instructional content elements such as COMMUNICATIONS, SCIENCE, or SOCIAL STUDIES. The instructional system is designed to allow frequent and easy accessibility among the many elements and modules of the WETEP program. The space facilities are designed to accommodate that purpose.

The WETEP committee members in each element have determined the proximity requirements which are of importance to their respective instructional activities. These determinations are summarized in Figure 1. Included in this section are statements of space requirements as they have been developed by members of the various elements in cooperation with the staff in the space facilities committee.

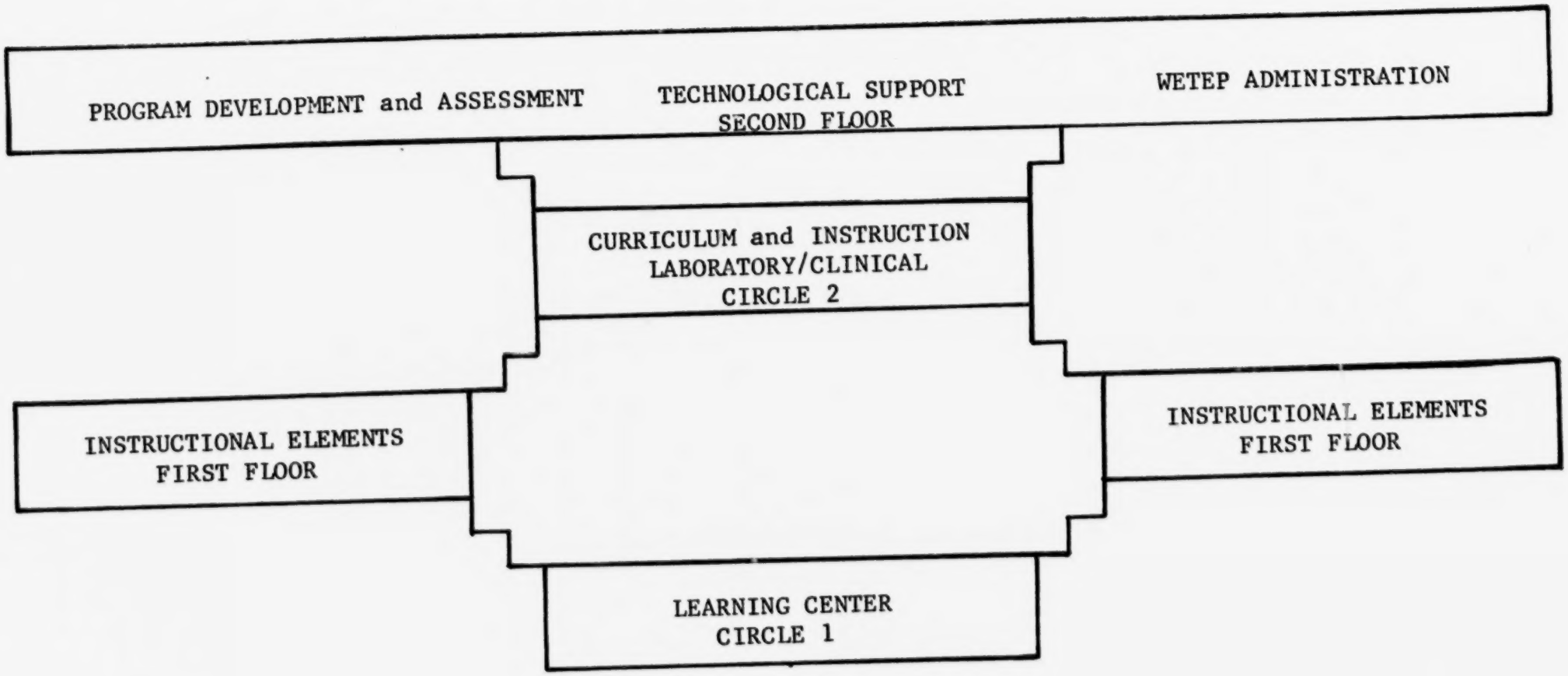
Although there is no intent here to give specific and detailed directions to the architect, we have indicated some suggested arrangement from which we anticipate a creative architectural concept may emerge for the WETEP space facilities. At present it is anticipated that most WETEP activities can be effectively housed on two floors and in three center circles as shown in Figure 2. The first circle will contain the LEARNING CENTER. It will serve as the primary point of student admission to the instructional aspects of WETEP. Situated around the LEARNING CENTER one-half floor up will be most of the First Floor which houses the instructional elements. Suggested elements for inclusion on the First Floor are shown in appropriate arrangement in Figure 3. With each element will be associated appropriate laboratories, seminar rooms, media reception rooms, a conference room and faculty offices, all extending outward from the LEARNING CENTER. These facilities are symbolically diagrammed in Figure 4.

The second floor, it is suggested, will house media preparation and utilization facilities, program revision and development facilities, dial-access control and storage space, computer services, research and assessment activities, and visitors accommodations. A general layout for space organization on the second floor is shown in Figure 5.



Proximity Requirements of Functional Areas

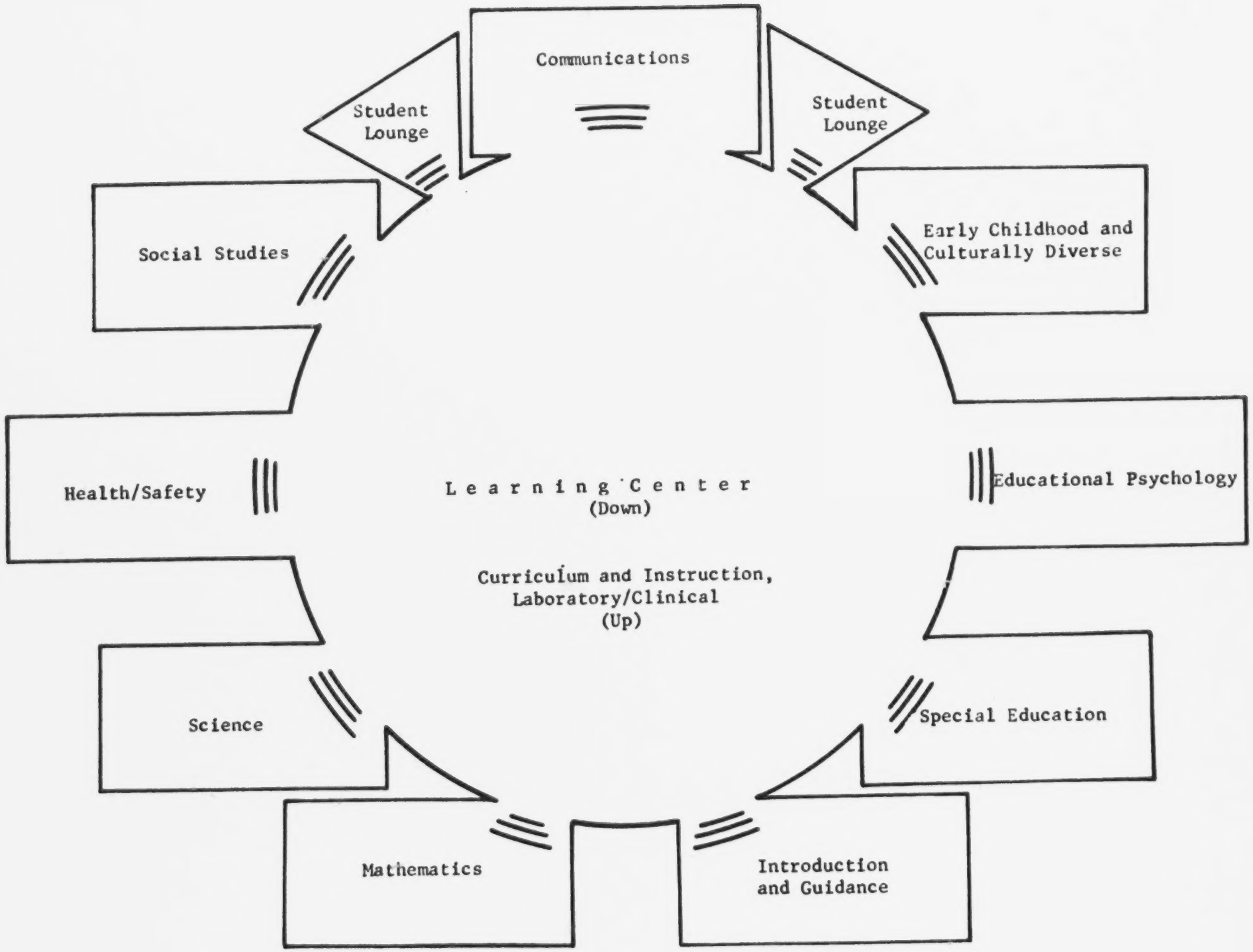
Figure 1



Vertical Cutaway Showing Arrangement of

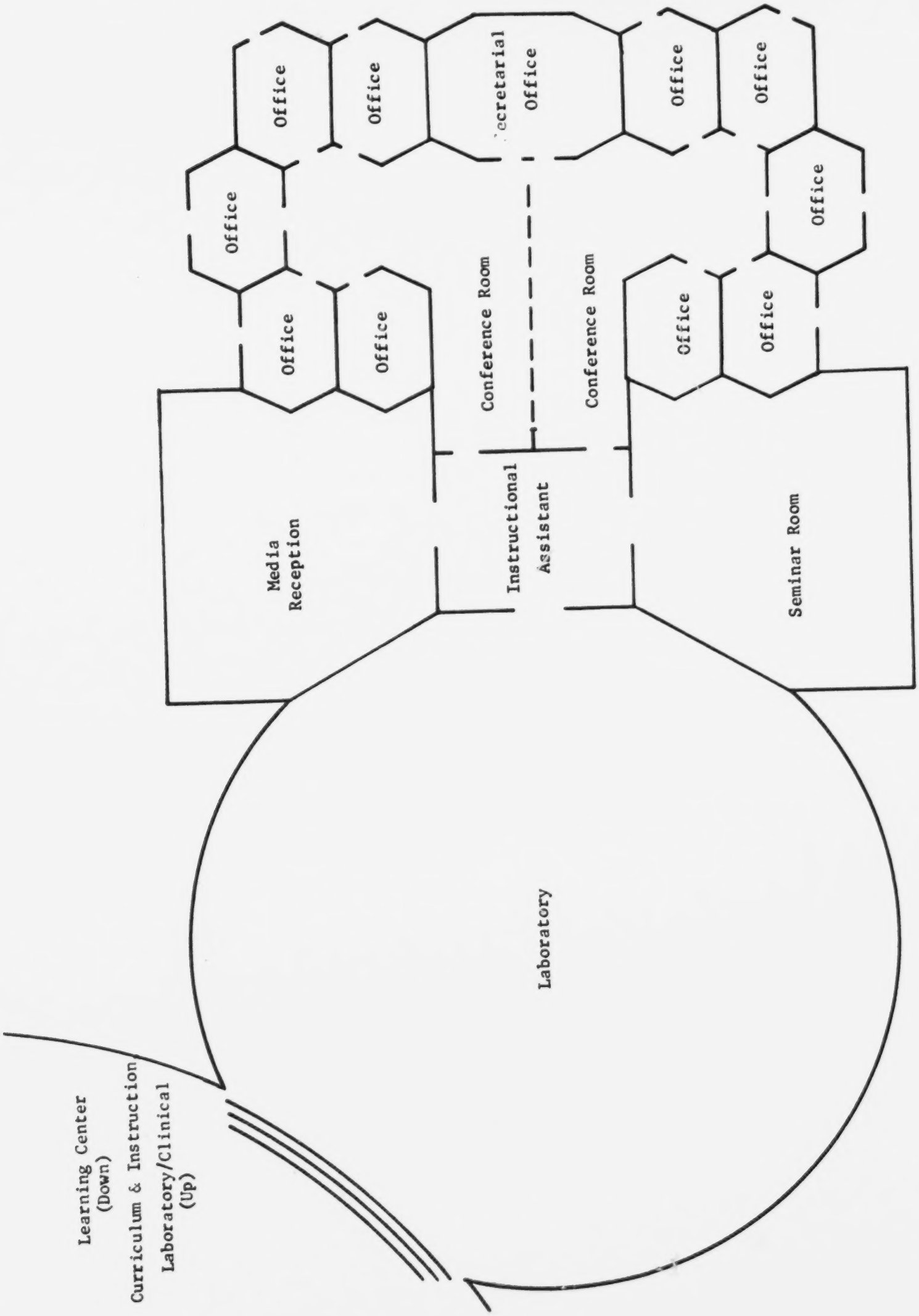
Space by Floors and Circles

Figure 2



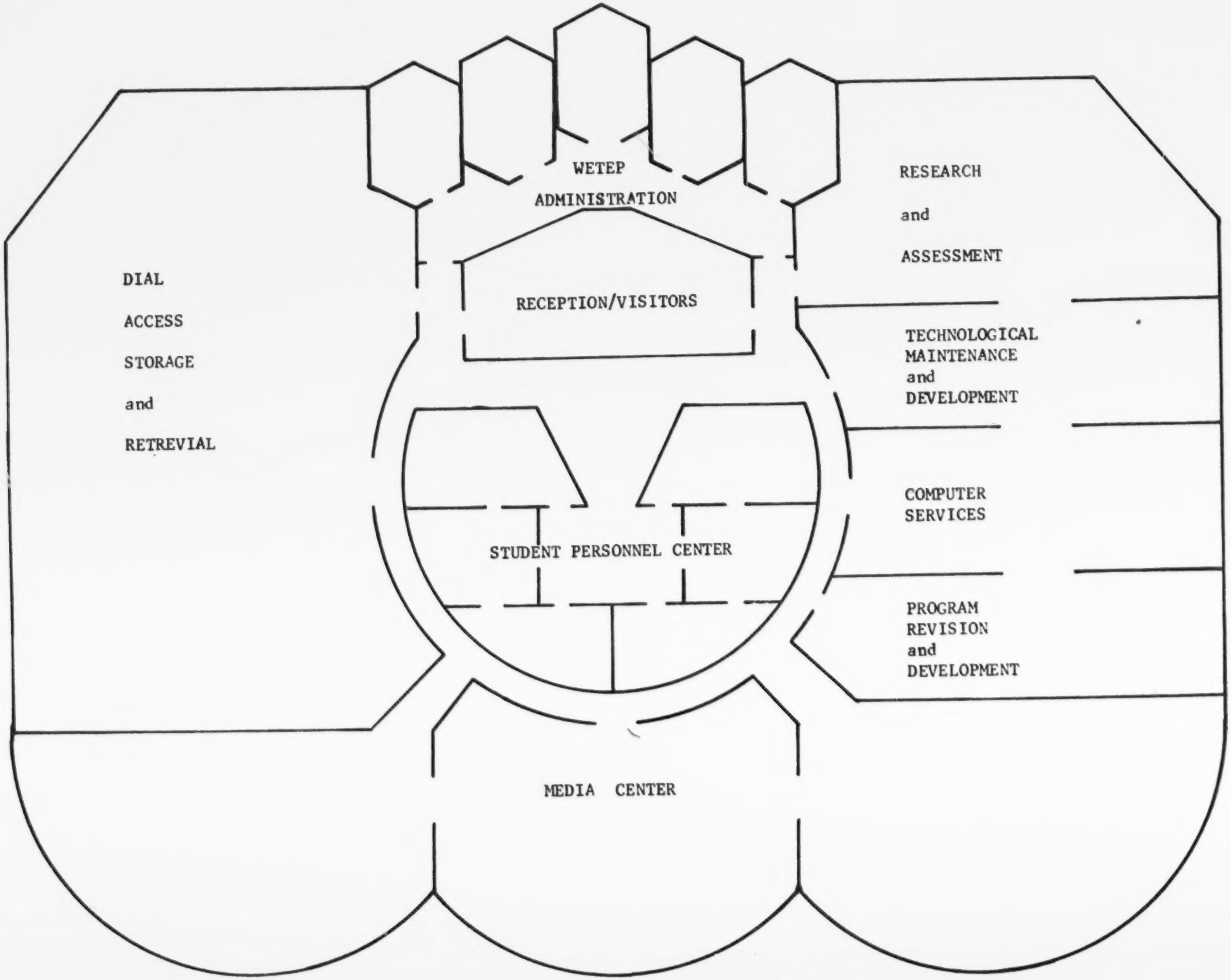
A Suggested Space Organization Plan for the First Floor

Figure 3



Illustrative Space Relations For an Instructional Element

Figure 4



A Suggested Organization Plan for the Second Floor
Figure 5

CURRICULUM AND INSTRUCTION and LABORATORY/CLINICAL EXPERIENCES will be housed in Circle 2. The WETEP Administrative facilities and the Student Personnel Center will be located in Circle 3. Descriptions of specific space requirements by Circles and Floors follows in the order of Circle 1, First Floor, Circle 2, Second Floor, and Circle 3.

CIRCLE 1 SPACE REQUIREMENTS

Space Requirements: LEARNING CENTER (Figure 6)

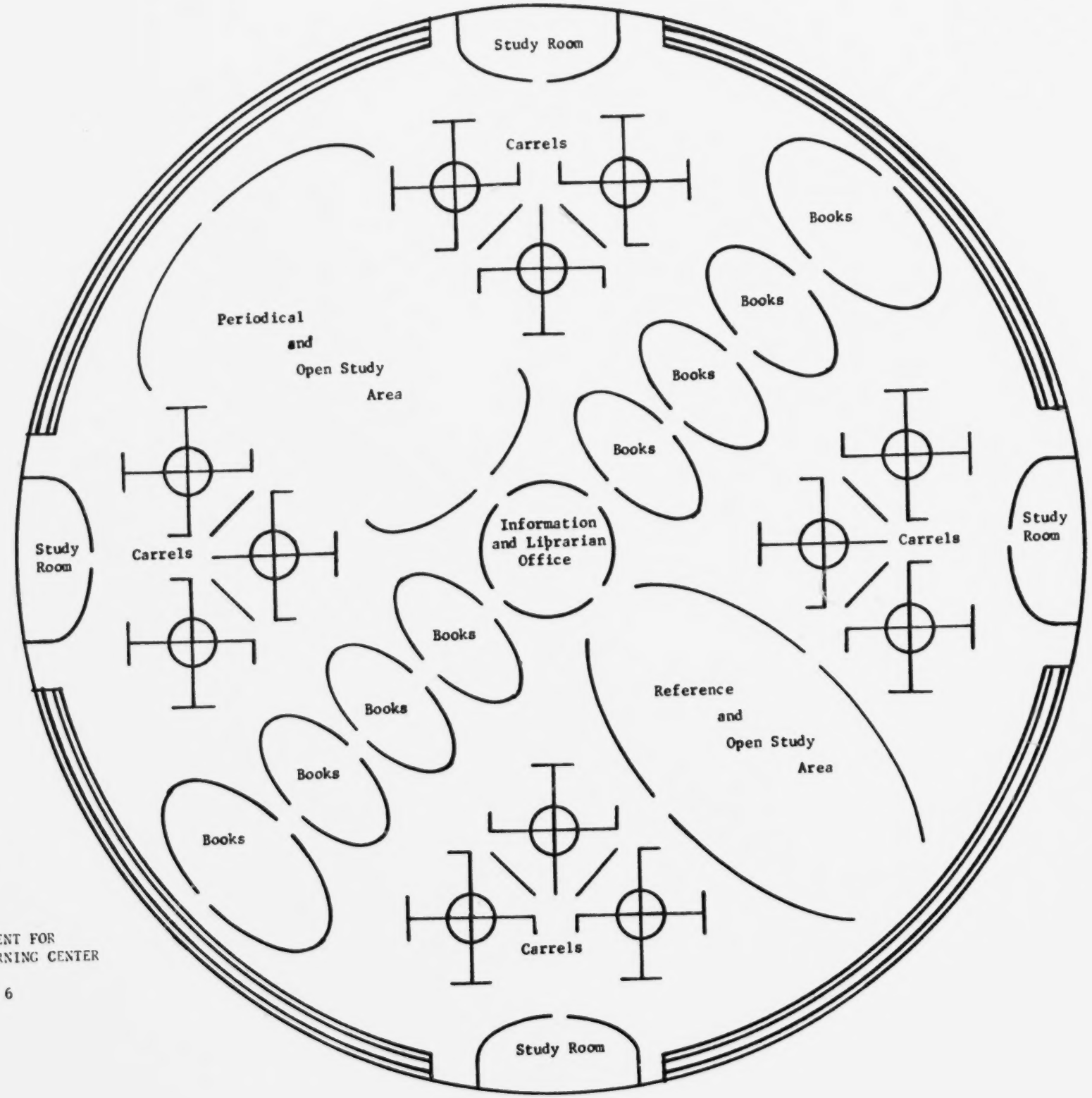
The LEARNING CENTER located on the first floor is the core of the WETEP instructional complex around which many instructional spaces are clustered. Space is provided in the LEARNING CENTER area for the following:

a. Storage of printed and three-dimensional materials on open shelving
b. Individual instructional carrels of a variety of types
c. Circulation desk
d. Study and work space for the librarian and aides
e. Student study tables

The LEARNING CENTER is to be a large open area with most of the WETEP facilities designed for independent and individualized study within its confines. Materials associated with those elements housed on the first floor will be shelved near the appropriate laboratories and in some instances inside the laboratories. Space will be provided for text materials used in the public schools, teachers' guides published by various school districts, and some professional texts.

Fifty individual study carrels of various types will be appropriately spaced, not clustered in a single area, throughout the LEARNING CENTER. Study carrels will be of four types: 1. Those carrels which include full media reception facilities including teletype/CRT terminals and picture-phones; 2. Those carrels which include only teletype facilities; 3. Those carrels which are without reception facilities and are for individual reading or writing activities; and 4. Those specialized carrels which are equipped for specific instructional purposes not at this time specified but which will most likely be directly associated with instruction in the work of a given element and will thus be housed either in the laboratory associated with that element or in the LEARNING CENTER just outside that laboratory.

Student interaction with the computer through various types of terminal devices will be largely for three purposes. The first is that of instruction. The second major use of the computer terminal is for purposes of instructional management. Instructional management involves keeping track of each student's progress through the WETEP system and having readily available to a given student or to faculty



SPACE ARRANGEMENT FOR
CIRCLE 1: LEARNING CENTER

FIGURE 6

for consultation purposes, a wide array of information about the individual student. At the present time, it is difficult to estimate the frequency with which a student will interact with the computer for information concerning his progress, or for direction within a given module of work or for making choices among instructional modules. The third purpose which terminals will serve is that of providing information about the availability of learning resources. The card catalog will be stored in the computer and the retrieval of information about available texts and materials by subject and by author will be readily available. All materials in the LEARNING CENTER and all instructional information sources in WETEP will be indexed in this storage and retrieval system. Those text materials presently housed in the Memorial Library which are of particular relevance to WETEP students will be indexed here. In addition, other university and national information and retrieval systems, such as ERIC and ERIC/CEF will be tied in with WETEP.

The circulation desk will provide check out facilities for texts, three-dimensional materials, and audio tapes and small recording units for student listening outside the WETEP facility. Nearby will be the librarian's office and work space for acquisition, cataloging, and repair of instructional materials. Two aides will be assigned to assist with this work. Space for two consultants will also be provided in this area. One will be an instructional consultant, usually a graduate student on duty for assistance to WETEP students who are pursuing independent and individualized study, and the other will be a technological systems consultant who will assist in whatever way needed with the utilization of the instructional terminal devices.

Finally, this space will include desks and work tables for individual study. Typewriters will also be provided in individual study space provided for WETEP students.

The LEARNING CENTER will also be the student entrance for the Second Floor. The carpeted open spaces should provide a quiet non-congested air-conditioned environment for study. At the present time, 1968-69, teletype terminals are noisy things and special acoustical treatment would be required for their use in this center. Already available, however, are some absolutely quiet terminals which within the next year or two should make feasible their use in the LEARNING CENTER in large numbers without adding to the noise level of the environment. Hopefully, the same can be accomplished for the typewriter within the near future.

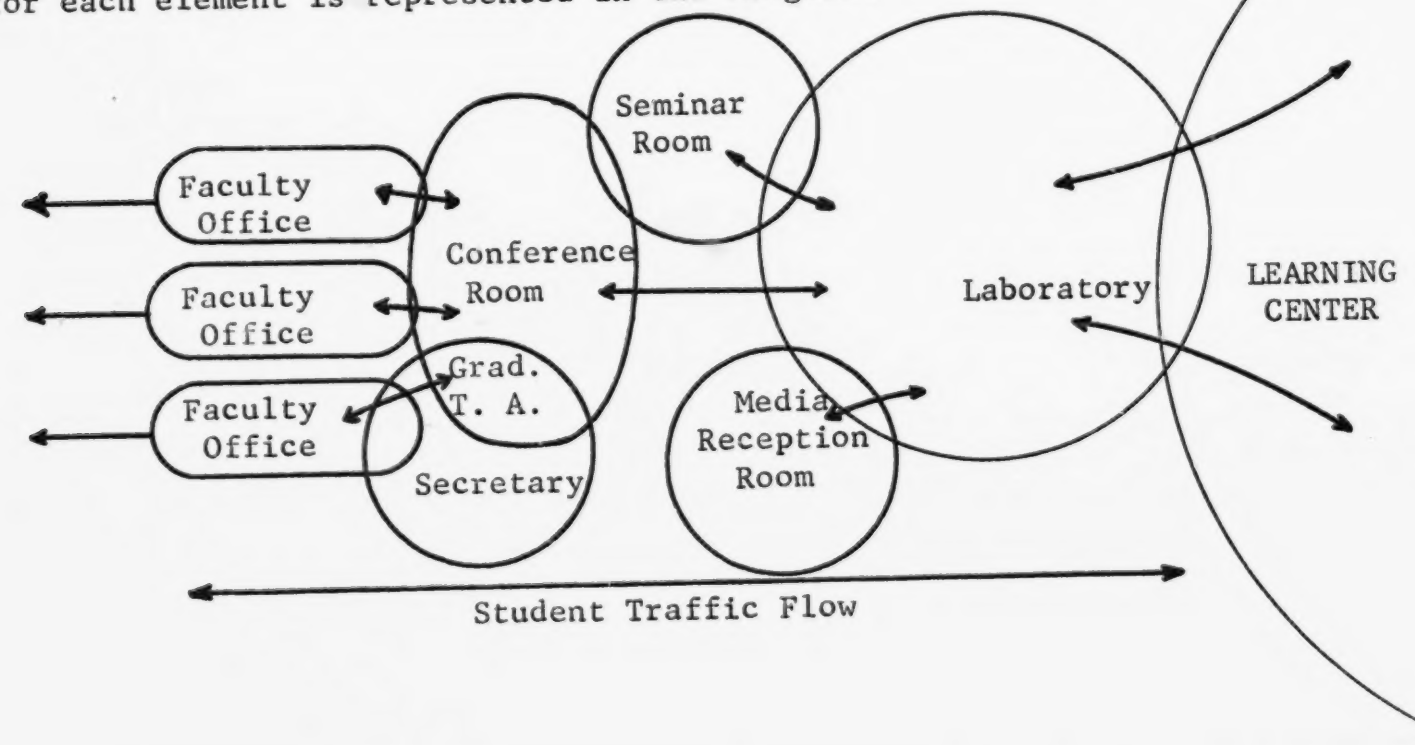
FIRST FLOOR SPACE REQUIREMENTS

Space Requirements: INSTRUCTIONAL ELEMENTS

COMMUNICATIONS	EARLY CHILDHOOD
SCIENCE	SPECIAL EDUCATION
SOCIAL STUDIES	HEALTH
MATHEMATICS	SAFETY
CULTURALLY DIVERSE	EDUCATIONAL PSYCHOLOGY
GUIDANCE	INTRODUCTION

The organizational concept for the space requirements is related to the flow of student traffic from entrance to the First Floor at the center of the LEARNING CENTER through various instructional spaces to conference rooms with individual faculty members. Adjacent to the LEARNING CENTER is a laboratory room of appropriate size and appropriately equipped for each element. Instructional materials in the LEARNING CENTER will be arranged in such a way that materials associated with a given element will be shelved near that element. Special laboratory equipment will be found in the laboratory associated with each element. In these laboratories will be storage space for equipment, work space for making instructional aids, table space for exploration of a wide variety of three-dimensional instructional materials and open office and desk space for a laboratory supervisor. Next to the laboratories will be seminar rooms and media reception rooms. The seminar rooms will contain a dial-access monitor which might provide some instructional information relative to seminar group study undertaken in this space. The media reception rooms will be fully equipped to include teletype-audio-video (enlarged) terminals, simulation screens, TV cameras, and picture-phones. These media reception rooms will be used either with faculty directed study groups or with small numbers of students working together in pursuit of specified educational attainment. Next to the seminar rooms will be conference space and faculty offices.

The spacial relationships and the student-faculty traffic flow for each element is represented in the diagram.



Faculty offices will be designed to serve two essential functions. One faculty function is that of counselor and instructor to students at work in the instructional system. The other function is the continuance of his professional scholarship, which may be associated with some aspect of the WETEP instructional systems, but which may be at the professor's choice entirely outside his involvements with WETEP. Thus, each faculty office is designed to open two ways. On the one hand, each office is designed to open onto the conference room in such a manner that his office and the conference room become one when a given professor is on duty as a counselor or instructor to WETEP students. On the other hand, his office opens onto an outside corridor away from the WETEP instructional space so that it might be entered apart from the student approach enabling him to pursue his own independent work in private quarters.

Faculty offices will be equipped with built-in book shelves and filing cabinets, teletype-audio-video terminals and picture-phones. These offices will be linked with the all-University communication and information system. The media terminals are for purposes of reviewing segments of instructional modules for which the professor is responsible and for purposes of developing additional materials in association with the staff at work in the second floor in the Program Revision and Development Center. The picture-phone will provide a connection with project associates working on the development of modules for a given element.

Variations from the standard pattern of laboratory facilities, seminar rooms, and offices occur in the design of some elements because of their uniqueness as compared to those elements which have been described generally in this statement.

Science. The science laboratory is substantially larger than other laboratories and has semi-separate facilities for the biological, earth, and physical sciences. Individual lab stations will be provided and substantial storage space for equipment and supplies will be needed.

Early Childhood. The WETEP facilities will include the laboratory in the Home Economics Department and special communications access to TV facilities in that location will be remotely controlled in the space associated with the EARLY CHILDHOOD element.

Special Education. The new facility for special education in the mental retardation unit will be connected with the WETEP facility through TV facilities remotely controlled in the space provided for the special education element.

Table 1

NUMBER OF OFFICES, SEMINAR ROOMS, AND MEDIA RECEPTION ROOMS PLANNED FOR THE FIRST FLOOR

Element or Component	Offices	Seminar Rooms	Media Reception Rooms
Introductory	3	1	1
Guidance	2		
Special Education	2		1
Educational Psychology	5	1	1
Early Childhood	3	1	1
Culturally Diverse	2	1	1
Communications	6	2	1
Social Studies	3	1	1
Safety	1	1	
Health	1		1
Mathematics	3	1	1
Science	3	1	1

Space Requirements: STUDENT-FACULTY LOUNGES

This unit is intended to provide an informal place, directly accessible to the LEARNING CENTER, where students congregate, refresh with coffee or soft drinks, and otherwise enhance the personal dialogue between faculty and students. It should be relaxing in atmosphere and

should promote a feeling of camaraderie and communication. To accommodate the development and maintenance of this environment, the area should be divided into two spaces. One will have tile flooring, will house soft drinks and coffee dispensers, student lockers and other basic equipment. The other will be a more comfortable setting, with carpeting extending from the LEARNING CENTER, comfortable chairs, soft lighting and will be designed to be a visually restful quiet student-faculty center.

Rest room facilities will be adjacent or nearby.

CIRCLE 2 SPACE REQUIREMENTS

Space Requirements: CURRICULUM AND INSTRUCTION (Figure 7)

The space requirements for CURRICULUM AND INSTRUCTION are those which will be required for the LABORATORY/CLINICAL and related activities. Office space for seven faculty members with clerical assistants is required. Space for four part-time graduate students as supervisory assistants should be located nearby.

Two Media Reception Rooms will be required for planning of activities and for reviewing of instructional micro-teaching or actual teaching in related WETEP schools. Both Media Reception Rooms will be equipped for playback, instant or delayed, from the two micro-teaching studios adjacent to these rooms, or from public schools where a variety of permanently installed TV cameras can be utilized via remote control facilities. There will be a picture-phone link with participating schools.

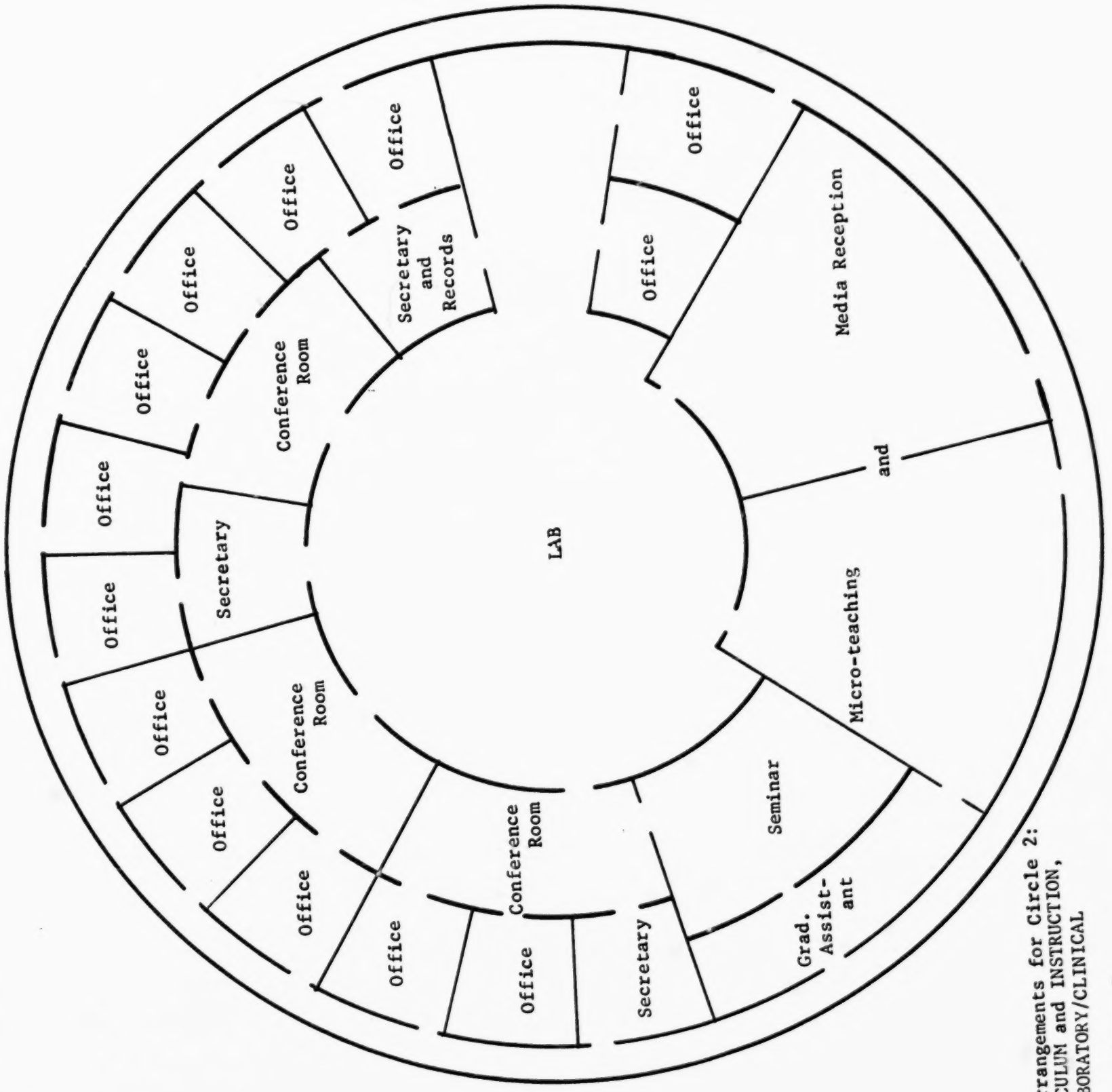
Clerical space will be required for a student Receptionist who will assist with the scheduling of micro-teaching activities and other laboratory experiences associated with the students' work in various instructional modules. An Administrative Coordinator will need an office and a core of three Administrative Assistants to coordinate the placement of interns in appropriate clinical settings. Computer terminals both input and output will provide storage and retrieval facilities for student records.

Space for planning and control of off-campus activities will be coordinated here. Permanent installations and mobile units will be in contact with WETEP through this facility.

SECOND FLOOR SPACE REQUIREMENTS

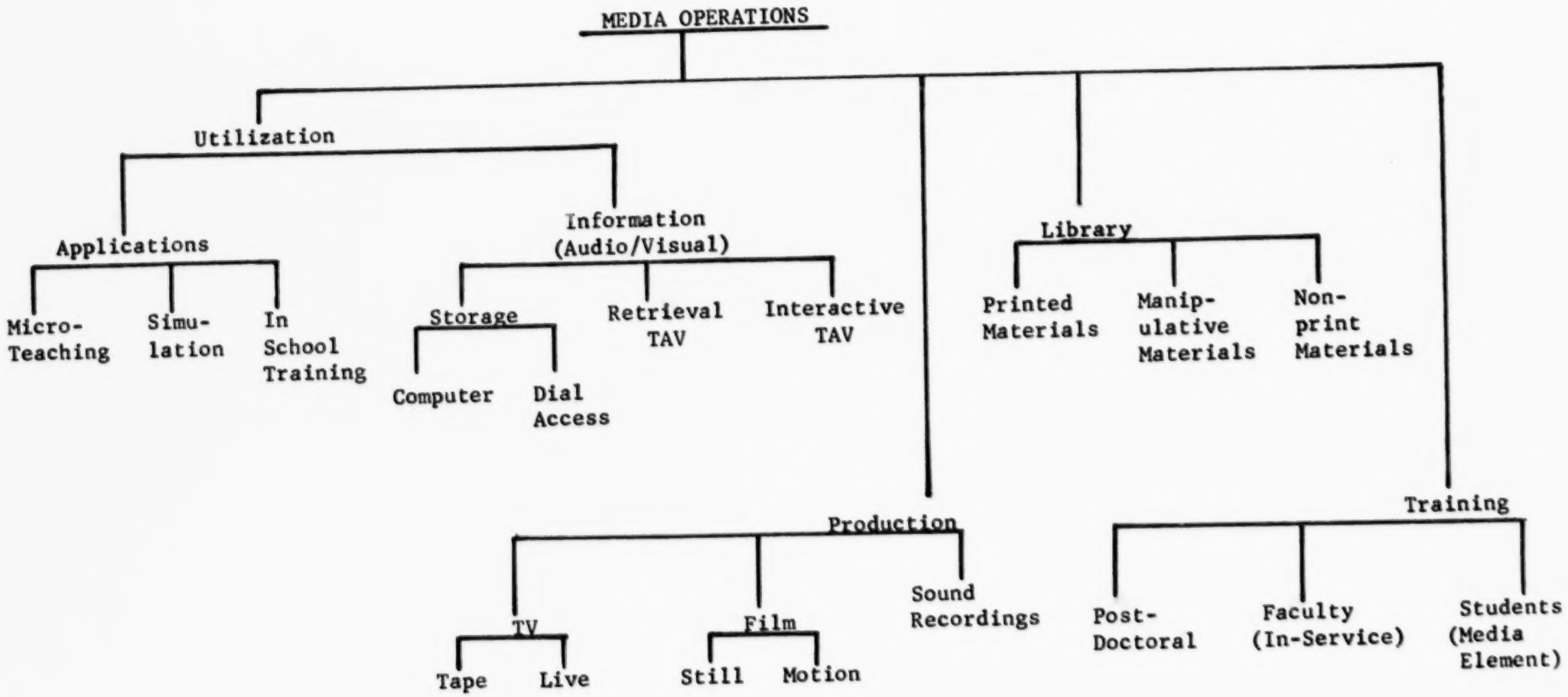
Space Requirements: MEDIA CENTER

The media aspect of WETEP is a crucial one and requires careful management and coordination. Figure 8 indicates the operations associated with WETEP media. The Director of Media Operations will



Space Arrangements for Circle 2:
CURRICULUM and INSTRUCTION,
LABORATORY/CLINICAL

Figure 7



Organization for Media Operations

Figure 8

be housed in this center as will the four Coordinators for 1. Utilization, 2. Production, 3. Library, and 4. Training. Office space for each of the four Coordinators should be adjacent to that of the Director of Media Operations and space for two secretarial assistants should also be provided.

Utilization. A variety of media utilities, applications, and techniques is an essential part of WETEP. At the Media Center will be two studios in which micro-teaching activities can be facilitated. Additionally, each of the laboratories, and all other areas where vital display equipment is located, on the first floor will be wired in such a manner that portable television equipment will be plugged in to those rooms for the purpose of doing micro-teaching episodes related to that particular element. This is particularly important when specific materials and equipment are required for the episode. Simulation activities will be the responsibility of the media center but will actually be operational in appropriate seminar rooms provided with large screen projection facilities. In-school viewing will also be managed in this center but will be distributed to appropriate seminar rooms or other output terminals throughout the system.

The utilization section of the media operation will be responsible for technological equipment which provides for information communication in two major respects. First, retrieval systems presently represented, most frequently the dial-access system, will carry sources of both video in film and taped versions and audio materials. Storage management will be a major responsibility of the utilization branch. Computer transmission of information will be provided through both CRT and teletype terminals.

Production. One of the responsibilities for the WETEP media operation is that of the continuous production of material to be utilized in the instructional programs of WETEP. Video production responsibilities will include video tapes, kinescopes, and live utilization of video operations. Studio production will play an important role in WETEP instruction and will include one of the major experimental efforts through explorations in compressed speech and other innovative technology. Film production both for still and in-motion films will be a continuous responsibility of the production division.

Library. The library division will be responsible for printed materials, whether they be in hard copy or micro-copy form. This division will be responsible for the manipulative materials of a general nature and for those associated with the laboratory settings for each of the elements. The library card catalog will be via computer storage and retrieval processes and will include not only the materials in the learning center but also the most directly associated materials housed in the main university library.

Training. Training responsibilities within the media operation will be focused on three populations. The most important training function of this center will be that of training faculty directly responsible for WETEP operations. The philosophies, applications, and techniques of media, production, and utilization will be the central focus of this continuous training program. This in-service effort will be largely a function of the local media operations staff but will be supplemented by post-doctoral study at other appropriate institutions, attendance at instructional systems and media workshops and institutes, and visits to other exemplary media utilization facilities.

WETEP students will become proficient in their understanding of the philosophies, applications, and techniques of media in two ways. First, and perhaps most important, is that the experience of learning in an exemplary media-oriented environment will serve as their best teacher. In addition, however, one of the WETEP elements is a media element dedicated to a well-organized and systematic instructional program in media operations.

The WETEP facility is designed to accommodate 12 to 15 post-doctoral students annually. These students, it is anticipated, will be involved in three aspects of the WETEP program, including instruction, preparation of instructional modules and assessment materials, and in media utilization and production. That portion of their work associated with media will be the responsibility of the Coordinator for Training in Media Operations.

The Coordinator of Media Operations for Training will assume the responsibility for diffusion of the total media operations to visitors and to the educational and technological community through written publications of a variety of texts.

Space Requirements: Program REVISION AND DEVELOPMENT CENTER

A major aspect of WETEP is the continuous revision of instructional modules and the creation of new modules either to replace older ones proven to be ineffective or to supplement or extend the instructional objectives of the program. The responsibility for the work of the PROGRAM REVISION and DEVELOPMENT CENTER rests entirely with members of the WETEP faculty. In the total WETEP development the two points at which faculty involvement will be greatest are at the point of instruction in individual conferences and seminar groups, and at the point of program development in this center. The fact that faculty members are responsible for this activity means that much of the direction for the PROGRAM REVISION AND DEVELOPMENT CENTER will be located in the faculty offices provided for each of the specific elements of the instructional system. Within each of the major elements, one faculty member will be identified as chairman and, within the REVISION AND DEVELOPMENT CENTER, space will be allocated for his use. Other faculty members within the element will be contributing to

program development in a variety of ways and will have direct phono-vision communication from their offices to the appropriate development space within the center.

Within this center the specifications for the modules will be planned, including content, and the design of visuals in first draft form. These specifications provide the information needed for media production, for assessment development, and for computer management. Office space will be needed for a Coordinator of the PROGRAM REVISION AND DEVELOPMENT CENTER. His efforts will be directed toward facilitating the work of faculty and staff.

This staff will include the faculty chairman and three half-time graduate students for each of the ten major elements.

The Coordinator will have a staff of clerks for typing and other clerical tasks. His staff will also include artists who will do quick rough draft sketches of ideas as they are being conceptualized, and he will have a staff of systems technicians competent to flow chart completed modules. Space will need to include two artist's easels, four typists desks, two large tables for the work of the systems staff and ample storage space for materials.

Space Requirements: RESEARCH AND ASSESSMENT CENTER

The research and assessment center is in many respects viewed as the control center for the entire program. Here is the collection point for the data relating to the management system, and the progress of each student as he progresses through the system will be constantly under revision as it becomes available from the computer center. Refinements in output format will be constantly planned and built into the computer system for use by students and faculty.

To facilitate this data processing activity, computer terminal facilities will be required so that this center shall be adjacent to the computer operations of the project. Office space should include facilities for a Coordinator of Research and Assessment, an Assistant for Theoretical Development, and an Assistant for Applied Assessment activities. Providing a link between the applied assessment procedures and each element will be a staff member with special qualifications in the content of that element. Space for each of these twenty half-time graduate assistants each having special qualifications in the content of a given element will be required in this center. Space should be provided for five or six additional personnel associated with each of these two subordinate assessment units. Facilities will also be required for storage of minimal texts and test materials, supplies, and space will be needed for two full-time clerical assistants.

It is also in this section that more specific research studies may be designed and the management of selection of subjects, direction of subjects with WETEP, and the alteration of program modules will be

initiated, controlled, and summarized. Most of the research activities will be designed by and will be the responsibility of faculty working in various aspects of WETEP. Therefore, most of the research faculty will have offices elsewhere in the building. Space here will be required for a research design specialist, a statistical consultant, and ten half-time research assistants. Space for two clerical assistants will be required and minimal library and storage space will be needed.

The research facilities of WETEP will be coordinated with the research facilities in the Educational Sciences Unit I building in which is located the Multi-Media Laboratory, the Department of Educational Psychology, and the Wisconsin Research and Development Center for Cognitive Development.

Space Requirements: COMPUTER SERVICES

This unit will have five major purposes:

1) To accept data necessary for system management;

2a) To compile data bases needed to advise students or assist them in making curriculum decisions;

b) To output management data to students, faculty, and administration, as appropriate;

3) To enable the preparation, editing, and execution of programmed units of instruction;

4) To perform instructional functions in a CAI mode for teacher certification candidates;

5) To provide computational power as needed in connection with course work requiring such assistance (e.g. WIPL or BASIC).

Because most of the relevant information on teacher certification candidates will be maintained in the WETEP facility, a high-speed input-output channel (coaxial cable) should connect the computer in this building with the computer in the central Administration building whose records are also computerized and will offer additional needed information.

The work and operation spaces of the Computer Services should be divided as follows:

1) Control area - available only to the Computer Services staff; central processing unit; magnetic tape units; line printer; disc storage. Office and work space will be provided for a computer operator, for programmers, coders, and technicians. An optical scanner will be operated by a clerk who receives input test answer sheets, for example, and output punched card decks.

2) Student Course-writing area - Student access to the basic machinery (key punches, card sorters, verifiers, card interpreters) must be assured. This area must also offer large work tables for the lay-out and preparation of computer programs.

Terminals will be supplied here for encoding information and debugging programs. (If the terminal is a CRT, a local lighting level control will be needed for turning down lights immediately overhead.)

Test construction and try-out can also be done at terminals. A carrel arrangement or cubicle for one-way observation of examinee during test would be desirable.

Two or three consultants should be provided office space for private consultations with students on individual problems they may be having with the computer.

3) Faculty Course-writing area - A separate faculty area should be provided near the control area, offering the same facilities as are found in the Student Course-writing area: key punches, work tables, terminals, etc.

At least one consultant should also be available to assist professors in their preparation of computer-assisted instruction.

4) Computer-terminals - Interaction with the program will take place at teletype terminals equipped with cathode ray tubes for visual display of information and results. These terminals will be strategically located throughout the learning spaces: about 50 in the Learning Center, and the rest scattered throughout the seminar and conference rooms.

Computer-assisted instruction will require the immediate availability of a relevant multi-media library for student access during a program.

Space Requirements: DIAL-ACCESS STORAGE AND RETRIEVAL CENTER

The major information transmission source for WETEP is the DIAL-ACCESS STORAGE AND RETRIEVAL CENTER. Office space for a Storage and Retrieval Technician and two technical assistants, one for audio and one for video, will be needed. Four to eight half-time graduate assistants will be required depending on the state of automation of the dial-access facilities. As these become increasingly automated, fewer graduate assistants will be required. A suite of three offices for the Chief Technician and his assistants should be adjacent to clerical space for record keeping, cataloging of acquisitions, and maintenance and management of the computerized indexing of titles.

A control center designed to manage the simultaneous transmission of media from fifty-five sources will be required. The transmission facilities will include twenty-five islands with multiple-source equipment. Ten video only sources will be required and twenty audio transmission sources will be included. Tape duplication facilities will be required for purpos of maintaining ample duplicate copies of materials in keeping with student demand.

Storage space for up to 2500 video tapes or films and for 5000 audio tapes will also be required.

Space Requirements: TECHNOLOGICAL MAINTENANCE, RESEARCH AND EVALUATION CENTER

Maintenance. The maintenance staff for the technological aspect of WETEP will include a Maintenance Technician and five Technical Assistants. Their responsibility will include both the maintenance of existing equipment and the installation of new technological devices as they are developed or become available for use in WETEP.

The Maintenance Technician's office will require space for storage of catalogs and equipment, supplies, and materials, and a small library of texts related to instructional technology. Storage space will be needed for wiring diagrams for all equipment and for blueprints associated with space and technological installation and maintenance. Space for a secretary inside the office facilities will be required and associated with this facility will be a small conference room for three or four persons. Adjacent to this suite of three offices and separated by sound-proof walls will be workshop space for the six technicians including benches and space for test equipment or stand-alone technological items brought in for repair and maintenance work. Monitors for the various instructional systems will need to be available in the conference room and in the workshop space.

Research and Evaluation of Technological Equipment. As a continually evolving model teacher education program, WETEP will maintain a constant search for improved instructional devices and will respond to the needs which become apparent through the experience of the instructional systems. It is anticipated that many of these needs, even when communicated to commercial organizations, will not be met outside of WETEP and some facility for development of technological innovations will be provided in this center. Three technicians will be employed to direct the efforts of this center. Facilities for testing equipment, workshop environment with appropriate tools, and shop equipment will be needed for both the testing and creation of some technological devices.

Space Requirements: STUDENT PERSONNEL CENTER

It is in the STUDENT PERSONNEL CENTER that the coordination of student records for permanent and official purposes will be kept. Within WETEP information is gathered on student progress, and is

continuously up-dated and made available in the STUDENT PERSONNEL CENTER The INTRODUCTION component as a part of the initial course work will be responsible for decisions relative to selective admission to WETEP. It is in that component also that information is given the student concerning needed additional work, if any, before admission to WETEP as a teacher education candidate. The assessment information as a part of the continuing feedback portion of the instructional system will also be a source of data about individual students. It is in the STUDENT PERSONNEL CENTER, however, where official records are kept, official information about admission is transmitted to the student, and official information about the university credit earned within WETEP is transmitted to the university registrar and hence to other educational institutions as requested. Special questions coming from outside agencies concerning a student's work with WETEP will be the concern of this office.

Space requirements will include an office for the Advisor for Student Personnel and two full time clerical assistants, one of whom is expert in computer information and retrieval systems and can provide the function of maintaining the computer management of student personnel records. Three counselor/advisors will need private offices in which they meet with students to discuss the nature of their problems related to their entering the introductory course or related to their statements of credit for work completed.

Space Requirements: RECEPTION/VISITORS

A major purpose of WETEP is to develop a center which demonstrates the continuing development of an exemplary elementary teacher education program. It may be anticipated that a large number of visitors will want to observe WETEP in progress. To facilitate the accommodation of forty visitors per instructional day a special small facility is planned. Space for a receptionist who will handle mail and telephone reservations for visitation and who will meet the visitors on their arrival is needed. A small auditorium to seat forty people will be equipped with the facilities of a Media Reception Room and with teletype facilities of the variety they will observe throughout the WETEP instructional setting. After an initial one or two hour presentation in the auditorium, the visitors will tour the WETEP facilities under the direction of a graduate assistant whose primary responsibility is with the diffusion of information about WETEP.

Although the primary purpose of the auditorium is for the forty visitors, it is anticipated that for occasional meetings of small groups of WETEP students for one purpose or another, the auditorium can serve multiple purposes.

Space Requirements: WETEP ADMINISTRATION

The administration of WETEP is the responsibility of the total staff involved in the development and/or instructional aspects of the WETEP program. The success of an adventure of the nature of WETEP on

a major university campus depends entirely upon the extent to which a large number of faculty members recognize that their own professional contributions are having an impact on the continuing progress of the project. Thus it is anticipated that the Director and Coordinators of WETEP will come from within that WETEP staff and that tenure in these capacities will depend upon: 1) the wishes of the incumbent, and 2) the expressed preferences of the WETEP staff. Much of the administrative responsibility then will be assumed by a large variety of staff members and the central staff will be relatively small in comparison with the size of the operation. The function of the administrative staff will be one of coordination rather than one of direction.

Space requirements include the need for offices for the Director, a Coordinator for Instruction, a Coordinator for Development, and a Business Manager. Appropriate secretarial assistance will include a secretary for the Director, each Coordinator, and the Business Manager. Space for an Administrative Assistant to the Director and one to each of the Coordinators will be required. The Business Manager will need space for an Assistant for the Budget and for an Assistant for Administrative Relations with Local Schools.

Because of the involvement of a large number of faculty members in the management of WETEP, a Conference Room with a capacity for twenty-five to thirty-five faculty members is required.

SPECIAL CONSIDERATIONS

Space Requirement for Flexibility, Climate Control and Acoustical Treatment and Lighting

WETEP is an experimental teacher education project. Projections of what the future for higher education will be varies widely.[1] Any attempt to project needs over a lifetime for a building is difficult at best. WETEP represents a feasibility study in many aspects and thus the flexibility of WETEP space is essential. The First Floor space requirements represent a point at which flexibility should be especially emphasized. It can be readily assumed that faculty offices, such as those suggested on the periphery of this floor, will be required for as long as the building stands and these may be permanently established. The LEARNING CENTER, too, will probably remain a requirement in a teacher education building for the next several decades. The size, use and number of Seminar Rooms, Media Reception Rooms and Laboratories, however, may change as WETEP progress and these spaces should be planned for maximum flexibility.

Climate control throughout the building will be required to maintain appropriate environment for equipment but should also be carefully

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[1]See: Alvin C. Eurich, Campus 1980. New York: Delacorte Press, 1968, 327 pp.

considered in terms of staff and students at work in small seminar rooms and learning carrels without access to outside walls and windows.

An acoustical treatment of floors, ceiling, and walls, is required in the open learning areas as in the LEARNING CENTER and Laboratories and is preferred throughout the building. A second location where this is particularly necessary is in the area of the Second Floor where computer and media production areas facilities are located and on the Second Circle where micro-teaching studios will be in use.

The extensive use of a variety of media screens in simulation, in TV monitors, CRT terminals, and art work spaces will require special light adjustment features.

The Communications System

An essential characteristic of the space facilities for WETEP is an excellent and thorough communications system, which needs to serve a variety of purposes:

1) it transmits a great deal of instruction to learners both as individuals and in small groups;

2) it transmits to learners and instructors information about learner progress, thus providing the basic management system for WETEP;

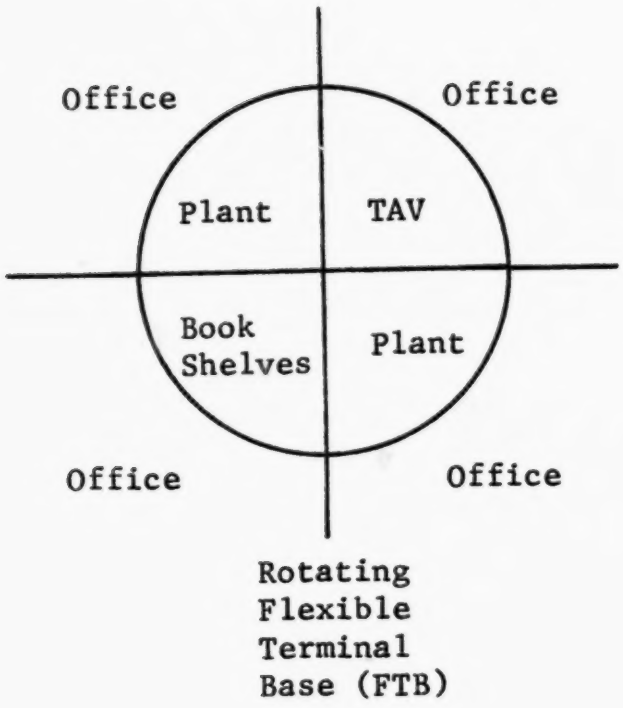
3) it provides an extensive information network between the instructional and administrative setting on campus and the WETEP participating schools;

4) it provides the information network among staff members in instruction, in development and research, and in administration within the WETEP facilities;

5) it makes possible a close working relationship with other on-campus facilities such as those housed in the Educational Sciences Building I.

The terminal facilities designed to accomplish these objectives include TAV, TAVe, and the FTB.

TAV. One of the standard technological devices in the building is an output terminal capable of transmitting information received from the computer (on teletype and visually) and from the information center (visually and aurally). A common tube will act as both the computer visual display device and as the information retrieval color television monitor. This Teletype-Audio-Video terminal is referred to as a TAV and will include a silent keyboard, a telephone selector panel, a TV camera, stereophonic headphones, and a microphone. TAV's will be located in the LEARNING CENTER for individual study, in individual faculty offices, conference rooms, work centers, and in participating schools.



TAVe. TAV facilities with larger visual display screens than those needed in offices or study carrels are planned for Media Reception Rooms. They will be referred to as TAVe's.

FTB. Where it seems appropriate that adjacent spaces share a single TAV, such as in the Learning Center or in clustered office spaces, Flexible Terminal Bases are proposed as illustrated in the diagram. These rotating pads will make it possible to call a TAV into service when needed, thus allowing for its maximum utilization. It is possible to include one, two, three, or four TAV's on a single FTB as extent of use indicates.

For the purpose of eliminating multiple office space for a single faculty member who assumes instructional and development responsibilities a network of Bell Telephone picture-phone facilities is planned. This network will extend throughout the building, to campus buildings directly related to the activities of WETEP and to cooperating schools and mobile units.

Proximity of Other University Departments and Facilities

WETEP activities will be enhanced through the appropriate relationship with a number of departments and facilities which directly or indirectly affect WETEP or may be affected by WETEP. The following departments and facilities will be housed either in the same building with the WETEP facilities or in an adjacent building.

Curriculum and Instruction: Secondary Education

The faculty responsible for the development and instructional operation of many of the elements are related to faculty and instructional and research programs in secondary education. It is essential that these related faculty offices are located in the same building with WETEP and are positioned in close approximation to the elementary education counterpart faculty.

Educational Policy Studies

Many WETEP elements are planned to be dependent on course work in the Department of Educational Policy Studies. Especially for students in SOCIAL STUDIES, in the CULTURALLY DIVERSE, and for those whose specialized interests emphasize aspects of Educational foundations other than educational psychology, EPS classes and faculty located in the same building with WETEP would provide a distinct advantage.

Auditorium

The only WETEP component which utilizes the auditorium is within the INTRODUCTION Component. Although frequent use of the auditorium is not anticipated, an auditorium with a seating capacity of approximately 200 students should be located in the WETEP building.

Teacher Placement

Teacher placement records will be much more complete in WETEP than is presently the case. A close relationship with the source of these data and in a location readily available to WETEP students is preferable. Although not planned as a part of the WETEP facility, these offices should be located in the same building or complex of buildings.

School of Education Administrative Offices

The undergraduate program is the responsibility of no single department or set of departments but rather it is the responsibility of the Dean's office of the School of Education. If that responsibility is to be assumed, either an Associate Dean of the School of Education or the entire Administrative Staff of the Dean's office should be housed in the building with undergraduate programs including WETEP.

FOOTAGE AND EQUIPMENT REQUIREMENTS

LEARNING CENTER

The LEARNING CENTER is designed to accommodate the independent study needs of 600 students. There should be an atmosphere of openness throughout. Air conditioning and carpeting will aid in acoustical control. Other environmental conditions, such as lighting, will be similarly controlled.

	The LEARNING CENTER will include nine kinds of spaces:	Sq. ft.
1.	Shelving for printed and three-dimensional materials (4½ ft. isles).	1,600
2.	Twelve Flexible Terminal Bases (FTB)*: 48 individual instructional carrels, equipped with teletype and audio and visual terminals (TAV)* (4 ft. x 5 ft.)	960
3.	Twenty-five individual dry study carrels for reading, typing. (4 ft. x 4 ft.)	400
4.	Five study tables to accommodate 6 students each. (8 ft. x 4 ft.)	160
5.	Circulation desk area.	160
6.	Private study room for one Librarian (with Picture-phone).	120
7.	Work space for two Library Aides to help with the acquisition, cataloging, and repair of instructional materials. Storage space for supplies.	240
8.	Desk for Instructional Consultant, on duty to assist students in individualized programs.	90
9.	Desk for Technological Systems Consultant to assist with the use of the computer terminals.	90
		3,820

EQUIPMENT

General		Special	
5	Study tables	12	Flexible Terminal Bases (FTB)
30	Chairs for use at tables	48	Dial-access monitors

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* TAV's, TAVe's and FTB's are described on pages 36 and 37.

	General		Special
	3,200 ft. shelving for printed and 3-D materials, audio tapes, small recorders	48	Computer terminals
		10	Typewriters (5 manual, 5 electric)
48	Visual-display carrels (FTB)		
48	Chairs for use at FTB carrels		
25	Dry carrels		
25	Chairs for use at Dry carrels		
1	Circulation desk		
4	Stools		
1	Desk - Librarian		
2	Chairs	2	Typewriters (electric
1	Work table	1	Picture-phone
	400 ft. shelving		
1	Table - Library Aides		
2	Chairs		
	250 ft. shelving		
1	Desk - Instructional Consultant		
2	Chairs		
1	Desk - Computer Consultant		
2	Chairs		

INSTRUCTIONAL ELEMENTS

Within the space required for the elements are Laboratories, Seminar Rooms, Media Reception Rooms, Student-Faculty Conference Rooms, Faculty Offices and Secretarial offices. Rather than describe these in detail as they are listed for each element, a generalized description is presented here for each kind of space. For those elements in which the space requirements differ substantially from that described here, more detailed specifications will be provided.

Laboratories. Laboratory space will be adjacent to the LEARNING CENTER and in some ways will be an extension of that center into the specific element work-study area. Space will be provided for the study of particular instructional materials, for the construction of teaching aids, and in some instances for practice in the utilization of particular instructional materials. Storage space for materials will be required and ample work space on tables will be needed. Space for a laboratory supervisor will include a desk, chairs, filing cabinets, shelving and storage cabinets.

Seminar Rooms. Seminar Rooms for groups of from 8 to 12 persons will be equipped with tables and chairs and teletype-audio-video terminal facilities with an enlarged output monitor (TAVe). A picture-phone is also included.

Media Reception Rooms. Facilities in the Media Reception Rooms include the TAVe found in the Seminar Rooms but, in addition, these rooms have large screens for the reception of simulation films and TV cameras to record student responses for evaluation. They also include a picture-phone.

Student-Faculty Conference Room. The conference rooms provide space for a continuous instructional guidance facility for students. Within the major elements, it is anticipated that a faculty member will be on duty during most of the daytime hours for individual conferencing with students. The space is located next to faculty offices so that each office, in turn, may be opened to the conference space. The Conference Room should provide a quiet and private space in an environment designed to promote a relaxed approach to the discussion of personal instructional problems.

Faculty Offices. Each office is designed to open two ways. In one direction the office opens toward the student instructional activity in the direction of the Conference Room, the Seminar Rooms and the LEARNING CENTER. In the other direction, the offices open onto outside corridors which take the faculty member away from instructional responsibilities, and thus other facilities and staff are readily available. Each office includes the usual office equipment plus picture-phone and a Flexible Terminal Base (FTB) on which a professor

shares with other adjacent faculty offices an interchangeable teletype-audio-video terminal (TAV).

Secretarial Offices. Secretarial space will be adjacent to faculty offices and to the Faculty-Student Conference rooms. Equipment will include the usual facilities plus the picture-phone.

SCIENCE AREA

	Space requirements include:	Sq. Ft.
1.	Laboratory. A large room with the flexibility to make a number of small rooms for a variety of instructional purposes. Gas, water, sewer, and electricity should be located on the perimeter of the large room, which should have free standing movable laboratory tables for maximum flexibility of room use by individuals and groups. The laboratory should be so designed that groups of up to 12 students can meet in seminar fashion around the demonstration table. Facilities for animal and plant care should be provided, equipped with temperature, humidity, odor, and light control.	1,600
2.	Office space for Laboratory Supervisor	120
3.	Two storeroom-preparation rooms @ 400 sq. ft. serviced with the gas, water, sewer, and electricity. Each should be equipped with a large preparation table and sink. To protect the health of the workers and to protect the metal apparatus, both store rooms should be furnished with strong positive exhaust systems, for odor control and removal of chemical vapors.	800
4.	Sound-proof workshop	400
5.	One seminar room serviced with gas, water, sewer	250
6.	Media reception room	250
7.	Student-faculty conference room	120
8.	Three faculty offices @120 sq. ft.	360
9.	Office for one secretary	120
		4,020

Equipment requirements include:

General	Special
Laboratory	
1 Laboratory demonstration table with sink	1 TAV
20 Free standing flat tables	1 Picture-phone
40 Chairs	10 Animal cages
9 Large storage cabinets	25 Planters
	Gas, water, sewer
Laboratory Supervisor's Office	
1 Desk	
2 Chairs	
Shelving	
Storage space	
2 Filing cabinets	
Two Storeroom-Preparation Rooms	
2 Large preparation tables with sinks	Exhaust system
10 Stools	Gas, water, sewer
Large storage cabinets	

General	Special
Sound-proof Workshop	
2 Work benches 3 Stools	Hand and power tools
One Seminar Room	
1 Demonstration table with sink 12 Chairs	Gas, water, sewer 1 TAVe 1 Picture-phone
One Media Reception Room	
1 Table to seat 12 12 Chairs	Large screen for simulation 1 TAVe 1 Picture-phone
Conference Room	
4 Comfortable chairs 1 Low coffee table Book shelves	1 TAV
Three Faculty Offices	
3 Faculty desks 3 Faculty desk chairs 6 Visitors chairs 12 File cabinets, built-in Shelving	1 FTB with TAV availability in three offices 3 Picture-phones
Secretarial Office	
1 Secretary desk 1 Secretary chair 1 Visitor's chair 1 File cabinet	1 Typewriter, electric 1 Picture-phone

COMMUNICATIONS AREA

Space requirements include:	Sq. Ft.
1. Laboratory	560
2. Two Seminar Rooms @ 200 sq. ft.	400
3. One Media Reception Room	250
4. Student-Faculty Conference Room	120
5. Six Faculty Offices	720
6. Secretarial office for two secretaries	180
	2,230

Equipment requirements include:

General	Special
Laboratory	
3 Work tables	1 Picture-phone
6 Stools	1 TAV
3 Large storage cabinets	
Laboratory Supervisor's Office	
1 Desk	
2 Chairs	
Shelving	
Storage space	
2 Filing cabinets	
Two Seminar Rooms	
2 Tables to seat 12	2 TAVe
24 Chairs	2 Picture-phones
Media Reception Room	
1 Table to seat 12	Large screen for simulation
12 Chairs	TAVe
	1 Picture-phone
Conference Room	
3 Comfortable chairs	TAV
1 Low coffee table	
Book shelves	
Six Faculty Offices	
6 Faculty desks	2 FTB with TAV availability in 6 offices
6 Faculty desk chairs	
12 Visitors chairs	6 Picture-phones
24 File cabinets, built in	
Shelving	
Secretarial Offices	
2 Secretary desks	2 Typewriters, electric
2 Secretary chairs	1 Picture-phone
2 Visitors' chairs	
2 File cabinets	

SOCIAL STUDIES AREA

Space requirements include:

		Sq. Ft.
1.	Laboratory	400
2.	One Seminar Room	200
3.	Media Reception Room	250
4.	Student-Faculty Conference Room	120
5.	Three Faculty Offices	360
6.	Secretarial space for one secretary	120
		1,450

Equipment requirements include:

General	Special
Laboratory	
3 Work tables	1 Picture-phone
9 Stools	1 TAV
3 Large storage cabinets	
Laboratory Supervisor's Office	
1 Desk	
2 Chairs	
Shelving	
Storage space	
2 Filing cabinets	
One Seminar Room	
1 Table to seat 12	1 TAVe
12 Chairs	1 Picture-phone
Media Reception Room	
1 Table to seat 12	Large screen for simulation
12 Chairs	1 TAVe
	1 Picture-phone
Conference Room	
3 Comfortable chairs	1 TAV
1 Low coffee table	
Book shelves	
Three Faculty Offices	
3 Faculty desks	1 FTB with TAV availability in three offices
3 Faculty desk chairs	3 Picture-phones
6 Visitors' chairs	
12 File cabinets, built-in shelving	
Secretarial Office	
1 Secretary desk	1 Typewriter, electric
1 Secretary chair	1 Picture-phone
2 Visitors' chair	
2 File cabinets	

MATHEMATICS AREA

Space requirements include:

		Sq. Ft.
1.	Laboratory	400
2.	One Seminar Room	200
3.	One Media Reception Room	250
4.	Student-Faculty Conference Room	120
5.	Three Faculty Offices	360
6.	Secretarial space for one secretary	120
		1,450

Equipment requirements include:

General	Special
Laboratory	
3 Work tables	1 Picture-phone
9 Stools	1 TAV
3 Large storage cabinets	
Laboratory Supervisor's Offices	
1 Desk	
2 Chairs	
Shelving	
Storage space	
2 Filing cabinets	
One Seminar Room	
1 Table to seat 12	1 TAVe
12 Chairs	1 Picture-phone
Media Reception Room	
1 Table to seat 12	Large screen for simulation
12 Chairs	1 TAVe
	1 Picture-phone
Conference Room	
3 Comfortable chairs	1 TAV
1 Low coffee table	
Book shelves	
Three Faculty Offices	
3 Faculty desks	1 FTB with TAV availability in three offices
3 Faculty desk chairs	
6 Visitors' chairs	
12 File cabinets, built-in	
Shelving	
Secretarial Office	
1 Secretary desk	1 Typewriter, electric
1 Secretary chair	1 Picture-phone
2 Visitors' chairs	
2 File cabinets	

CULTURALLY DIVERSE AREA

Space requirements include:

		Sq. Ft.
1.	Laboratory	400
2.	One Seminar Room	200
3.	Media Reception Room	250
4.	Student-Faculty Conference Room	120
5.	Two Faculty Offices	240
6.	Secretarial space for one secretary	120
		1,330

Equipment requirements include:

General		Special
	Laboratory	
2 Work tables		1 Picture-phone
6 Stools		1 TAV
2 Large storage cabinets		
	Laboratory Supervisor's Office	
1 Desk		
2 Chairs		
Shelving		
Storage space		
2 Filing cabinets		
	One Seminar Room	
1 Table to seat 12		1 TAVe
12 Chairs		1 Picture-phone
	Media Reception Room	
1 Table to seat 12		1 Large screen for simulation
12 Chairs		1 TAVe
		1 Picture-phone
	Conference Room	
3 Comfortable chairs		1 TAV
1 Low coffee table		
Book shelves		
	Two Faculty Offices	
2 Faculty desks		1 FTB with TAV availability in two offices
2 Faculty desk chairs		2 Picture-phones
4 Visitors' chairs		
6 File cabinets, built-in		
Shelving		
	Secretarial Office	
1 Secretary desk		1 Typewriter, electric
1 Secretary chair		1 Picture-phone
2 Visitors' chairs		
2 File cabinets		

GUIDANCE AREA

Space requirements include:

		Sq. Ft.
1.	Laboratory	400
2.	Media Reception Room	250
3.	Student-Faculty Conference Room	120
4.	Two Faculty Offices	240
5.	Secretarial space for one secretary	120
		1,130

Equipment requirements include:

General	Special
Laboratory	
2 Work tables	1 Picture-phone
6 Stools	1 TAV
2 Large storage cabinets	
Laboratory Supervisor's Office	
1 Desk	
2 Chairs	
Shelving	
Storage space	
2 Filing cabinets	
Media Reception Room	
1 Table to seat 12	Large screen for simulation
12 Chairs	1 TAVe
	1 Picture-phone
Conference Room	
3 Comfortable chairs	1 TAV
1 Low coffee table	
Book shelves	
Two Faculty Offices	
2 Faculty desks	1 FTB with TAB availability in two offices
2 Faculty desk chairs	2 Picture-phones
4 Visitors' chairs	
6 File cabinets, built-in	
Shelving	
Secretarial Office	
1 Secretary desk	1 Typewriter, electric
1 Secretary chair	1 Picture-phone
2 Visitors' chairs	
2 File cabinets	

EARLY CHILDHOOD AREA

Space requirements include:

		Sq. Ft.
1.	Laboratory	400
2.	One Seminar Room	200
3.	Media Reception Room	250
4.	Student-Faculty Conference Room	120
5.	Three Faculty Offices	360
6.	Secretarial space for one secretary	120
		1,450

Equipment requirements include:

General	Special
Laboratory	
3 Work tables	1 Picture-phone
9 Stools	1 TAV
3 Large storage cabinets	
Laboratory Supervisor's Office	
1 Desk	
2 Chairs	
Shelving	
Storage space	
2 Filing cabinets	
One Seminar Room	
1 Table to seat 12	1 TAVe
12 Chairs	1 Picture-phone
Media Reception Room	
1 Table to seat 12	Large screen for simulation
12 Chairs	1 TAVe
	1 Picture-phone
Conference Room	
3 Comfortable chairs	1 TAV
1 Low coffee table	
Book shelves	
Three Faculty Offices	
3 Faculty desks	1 FTB with TAV availability in three offices
3 Faculty desk chairs	3 Picture-phones
6 Visitors' chairs	
9 File cabinets, built-in	
Shelving	
Secretarial Office	
1 Secretary desk	1 Typewriter, electric
1 Secretary chair	1 Picture-phone
2 Visitors' chairs	
2 File cabinets	

SPECIAL EDUCATION AREA

Space requirements include:	Sq. Ft.
1. Laboratory	400
2. Media Reception Room	250
3. Student-Faculty Conference Room	120
4. Two Faculty Offices	240
5. Secretarial space for one secretary	120
	1,130

Equipment requirements include:

General	Special
Laboratory	
2 Work tables	1 Picture-phone
6 Stools	1 TAV
2 Large storage cabinets	
Laboratory Supervisor's Office	
1 Desk	
2 Chairs	
Shelving	
Storage space	
2 Filing cabinets	
Media Reception Room	
1 Table to seat 12	Large screen for simulation
12 Chairs	1 TAVe
	1 Picture-phone
Conference Room	
3 Comfortable chairs	1 TAV
1 Low coffee table	
Book shelves	
Two Faculty Offices	
2 Faculty desks	1 FTB with TAV availability in two offices
2 Faculty desk chairs	2 Picture-phones
4 Visitors' chairs	
6 File cabinets, built-in	
Shelving	
Secretarial Office	
1 Secretary desk	1 Typewriter, electric
1 Secretary chair	1 Picture-phone
2 Visitors' chairs	
2 File cabinets	

HEALTH AREA

Space requirements include:	Sq. Ft.
1. Laboratory	250
2. Media Reception Room	250
3. Student-Faculty Conference Room	120
4. One Faculty Office	120
5. Secretarial space for one half-time secretary	120
	860

Equipment requirements include:

General	Special
Laboratory	
1 Work table	1 Picture-phone
3 Stools	1 TAV
1 Large storage cabinet	
Laboratory Supervisor's Office	
1 Desk	
2 Chairs	
Shelving	
Storage space	
2 Filing cabinets	
Media Reception Room	
1 Table to seat 12	Large screen for simulation
12 Chairs	1 TAVe
	1 Picture-phone
Conference Room	
3 Comfortable chairs	1 TAV
1 Low coffee table	
Book shelves	
One Faculty Office	
1 Faculty desk	1 FTB with TAV availability
1 Faculty desk chair	1 Picture-phone
2 Visitors' chairs	
3 File cabinets, built-in	
Shelving	
Secretarial Office	
1 Secretary desk	1 Typewriter, electric
1 Secretary chair	1 Picture-phone
2 Visitors' chairs	
2 File cabinets	

SAFETY AREA

Space requirements include:	Sq. Ft.
1. Laboratory	250
2. One seminar Room	200
3. Student-Faculty Conference Room	120
4. One Faculty Office	120
5. Secretarial space for one half-time secretary	120
	810

Equipment requirements include:

General	Special
Laboratory	
1 Work table	1 Picture-phone
3 Stools	1 TAV
1 Large storage cabinet	
Laboratory Supervisor's Office	
1 Desk	
2 Chairs	
Shelving	
Storage space	
2 Filing cabinets	
One Seminar Room	
1 Table to seat 12	1 TAVe
12 Chairs	1 Picture-phone
Conference Room	
3 Comfortable chairs	1 TAV
1 Low coffee table	
Book shelves	
One Faculty Office	
1 Faculty desk	1 FTB with TAV availability
1 Faculty desk chair	1 Picture-phone
2 Visitors' chairs	
3 File cabinets, built-in	
Shelving	
Secretarial Office	
1 Secretary desk	1 Typewriter, electric
1 Secretary chair	1 Picture-phone
2 Visitors' chairs	
2 File cabinets	

EDUCATIONAL PSYCHOLOGY AREA

Space requirements include:	Sq. Ft.
1. Laboratory	400
2. Two Seminar Rooms for 12 persons	400
3. Media Reception Room	250
4. Student-Faculty Conference Room	120
5. Five Faculty Offices	600
6. Secretarial space for two secretaries	180
	1,950

Equipment requirements include:

General	Special
Laboratory	
2 Work tables	1 Picture-phone
6 Stools	1 TAV
2 Large storage cabinets	
Laboratory Supervisor's Office	
1 Desk	
2 Chairs	
Shelving	
Storage space	
2 Filing cabinets	
Two Seminar Rooms	
2 Tables to seat 12	2 TAVe's
24 Chairs	2 Picture-phones
Media Reception Room	
1 Table to seat 12	Large screen for simulation
12 Chairs	TAVe
	1 Picture-phone
Conference Room	
4 Comfortable chairs	1 TAV
1 Low coffee table	
Book shelves	
Five Faculty Offices	
5 Faculty desks	2 FTBs with TAV availability in five offices
5 Faculty desk chairs	5 Picture-phones
Secretarial Office	
2 Secretary desks	2 Typewriters, electric
2 Secretary chairs	2 Picture-phones
4 Visitors' chairs	
4 File cabinets	

INTRODUCTION TO ELEMENTARY EDUCATION AREA

Space requirements include:

		Sq. Ft.
1.	Laboratory	250
2.	One Seminar Room	200
3.	Media Reception Room	250
4.	Student-Faculty Conference Room	120
5.	Three Faculty Offices	360
6.	Secretarial space for one secretary	120
		1,300

Equipment requirements include:

General	Special
Laboratory	
2 Work tables	1 Picture-phone
4 Stools	1 TAV
2 Large storage cabinets	
Laboratory Supervisor's Office	
1 Desk	
2 Chairs	
Shelving	
Storage space	
2 Filing cabinets	
One Seminar Room	
1 Table to seat 12	1 TAVe
12 Chairs	1 Picture-phone
Media Reception Room	
1 Table to seat 12	Large screen for simulation
12 Chairs	TAVe
	1 Picture-phone
Conference Room	
4 Comfortable chairs	TAV
1 Low coffee table	
Book shelves	
Three Faculty Offices	
3 Faculty desks	1 FTB with TAV availability in 3 offices
3 Faculty desk chairs	3 Picture-phones
6 Visitors' chairs	
9 File cabinets, built-in	
Shelving	
Secretarial Office	
1 Secretary desk	1 Typewriter, electric
1 Secretary chair	1 Picture-phone
2 Visitors' chairs	
2 File cabinets	

STUDENT-FACULTY LOUNGE AREA

These areas are intended to provide an informal place, directly accessible to the LEARNING CENTER, where students may congregate and temporarily remove themselves from the learning activity.

Space requirements include:	Sq. Ft.
1. Utilitarian Lounge	600
2. Comfortable Lounge	600
	1,200

Equipment requirements include:

General	Special
Utilitarian Lounge	
8 Tables to seat 4	1 Soft drink machine
32 Table chairs	1 Coffee machine
	100 1½ x 1½ ft. lockers
Comfortable Lounge	
5 Couches	6 Table lamps
8 Comfortable chairs	15 Standing ash trays
6 Lamp tables	
2 Coffee tables	

CURRICULUM AND INSTRUCTION AREA

	Space requirements include:	Sq. Ft.
1.	Laboratory	400
2.	One Seminar Room	400
3.	Two Media Reception Rooms @ 250 Sq. Ft.	500
4.	Two Student-Faculty Conference Rooms @ 120 Sq. Ft.	240
5.	Seven Faculty Offices	840
6.	Secretarial offices for two secretaries	180
7.	Two Micro-teaching Studios	800
8.	Space for Student Receptionist	60
9.	Office for LABORATORY/CLINICAL Administrative Coordinator and three Administrative Assistants	480
10.	Office for four part-time Supervisory Assistants	240
		4,140

Equipment requirements include:

General	Special
Laboratory	
2 Work tables	1 Picture-phone
4 Stools	1 TAV
2 Large storage cabinets	
One Seminar Room	
1 Table to seat 12	1 TAVe
12 Chairs	1 Picture-phone
Two Media Reception Rooms	
2 Tables to seat 12	2 Large screens for simulation
24 Chairs	2 TAVe's
	2 Picture-phones
Two Conference Rooms	
6 Comfortable chairs	2 TAV's
2 Low coffee tables	
Book shelves	
Seven Faculty Offices	
7 Faculty desks	2 FTBs with TAV availability in seven offices
7 Faculty desk chairs	
14 Visitors' chairs	7 Picture-phones
21 File cabinets, built-in Shelving	
Secretarial Offices	
2 Secretarial desks	2 Typewriters, electric
2 Secretarial desk chairs	2 Picture-phones
4 Visitors' chairs	
4 File cabinets	

General	Special
Two Micro-teaching Studios	
2 Demonstration tables	4 Television cameras
30 Chairs	4 Television monitors
Receptionist's Office	
1 Desk	1 Picture-phone
1 Desk chair	
2 Visitors' chairs	
1 File cabinet	
Administrative Offices	
1 Desk for Administrative Coordinator	1 FTB with TAV availability in four offices
1 Desk chair	4 Picture-phones
2 Visitors' chairs	
3 Desks for Administrative Assistants	
3 Desk chairs	
6 Visitors' chairs	
6 File cabinets, built-in Shelving	
Teaching Supervisors' Offices	
4 Supervisors' desks	1 FTB with TAV availability in four offices
4 Desk chairs	4 Picture-phones
8 Visitors' chairs	
8 File cabinets	

MEDIA PRODUCTION AREA

	Space requirements include:	Sq. Ft.
1.	Four Offices for Four Writer-Producer-Directors @ 120 Sq. Ft.	480
2.	Two Offices for Two Graphic Artists @ 240 Sq. Ft.	480
3.	Four Offices for Four Program Specialists @ 120 Sq. Ft.	480
4.	Office for Technical Supervisor	120
5.	Studio	1,500
6.	Control Room	140
7.	Videotape Recording, Editing, and Playback Room	360
8.	Storage, Support and Ready Room	600
9.	Shop	600
10.	Conference and Preparation Room	800
		5,560

Equipment requirements include:

General	Special
Writer-Producer-Directors Office	
4 Desks	1 TAV
4 Desk chairs	2 Picture-phones
4 Filing cabinets	
Shelving	
Graphic Artists' Offices	
2 Desks	1 TAV
2 Desk chairs	1 Picture-phone
2 Artists' easels	1 Dry mounting machine
2 Stools	1 Lettering machine
2 Filing cabinets	
Program Specialists' Offices	
4 Desks	1 TAV
4 Desk chairs	2 Picture-phones
4 Filing cabinets	
Shelving	
Technical Supervisor's Office	
1 Desk	1 TAV
1 Desk chair	1 Picture-phone
1 Filing cabinet	
Shelving	
Studio	
Draperies	3 Studio cameras--color, high resolution
Flats	Lenses
1 Couch	Mounts
2 Comfortable chai s	Pedestals
Demonstration counter	

General	Special
Studio (continued)	
Modular units	Microphones-large variety of stands and mounts Lighting equipment - to accommodate color Cyclorama Rear projection--screen and projector
Studio Control	
Console to handle audio standard complement--tape, disc, cassette inputs	Capability for 6 video inputs, including telecine and tape
Videotape Recording	
Switching panel to handle distribution or combined inputs	4 Helical scan recorder-playback units with electronic editing, color capability
Storage Room	
2 Large storage cabinets	
Soundproof Shop	
2 Work benches 3 Stools	Hand and power tools
Conference and Preparation Room	
1 Table to seat 12 12 Chairs	1 TAVe 1 Picture-phone

PROGRAM REVISION AND DEVELOPMENT CENTER

Responsibility for the work of this Center rests entirely with the members of the WETEP faculty. Much of its direction will come from the faculty offices.

Space requirements include:	Sq. Ft.
1. Office for Coordinator of the Center	120
2. Conference Room	120
3. Work Space for Thirty Half-time Graduate Assistants	600
4. Space for Four Clerical Workers	240
5. Work Space for Two Artists	180
6. Work Space for Two Systems Technicians	240
	1,500

Equipment requirements include:

General	Special
Coordinator's Office	
1 Desk	1 TAV
1 Desk chair	1 Picture-phone
2 Visitors' chairs	
2 Filing cabinets	
Shelving	
Conference Room	
1 Table to seat 4	1 TAV
4 Conference chairs	1 Picture-phone
Graduate Room	
30 Desks	2 FTBs with 8 TAV's
30 Desk chairs	
Shelving	
Clerical Offices	
4 Desks	4 Typewriters, electric
4 Desk chairs	2 Picture-phones
4 Filing cabinets	
Shelving	
Artists' Space	
2 Desks	2 Easels
2 Desk chairs	1 Picture-phone
Systems Technicians' Space	
2 Work tables for flow-charting	1 Picture-phone
2 Chairs	

RESEARCH AND ASSESSMENT CENTER

Space requirements include:	Sq. Ft.
1. Office of Coordinator, Assistant for Theoretical Development Assistant for Applied Assessment	360
2. Offices for Two Clerical Assistants	180
3. Space for Ten Additional Personnel	600
4. Office for Research Design Specialist	120
5. Office for Statistical Consultant	90
6. Work Space for Ten Half-time Staff Members	600
	1,950

Equipment requirements include:

General	Special
Coordinator's Office	
3 Desks	1 FTB with TAV availability for 3 offices
3 Desk chairs	3 Picture-phones
6 Visitors' chairs	
6 Filing cabinets	
Shelving	
Two Clerical Assistants	
2 Desks	1 Picture-phone
2 Desk chairs	
4 Filing cabinets	
Ten Additional Personnel	
10 Desks	1 FTB with 4 TAV's
10 Desk chairs	2 Picture-phones
Office for Research Design Specialist	
1 Desk	1 TAV
1 Desk chair	
1 Visitor chair	
2 Filing cabinets	
Shelving	
Office for Statistical Consultant	
1 Desk	1 TAV
1 Desk chair	1 Picture-phone
1 Visitor chair	
2 Filing cabinets	
Shelving	
Work Space for Ten Half-time Staff Members	
10 Desks	1 FTB with 4 TAV's
10 Desk chairs	2 Picture-phones

COMPUTER SERVICES AREA

	Space requirements include:	Sq. Ft.
1.	Office for the Coordinator of Computer Services	120
2.	Secretarial Office	120
3.	Computer Control Area	1,620
4.	Work Space for Programmers, Coders, Technicians	480
5.	Student-Faculty Course-writing Area	240
6.	Offices for Two Computer-Consultants	180
7.	Service Area	120
		2,880

Equipment requirements include:

General	Special
Coordinator's Office	
1 Desk	1 TAV
1 Desk chair	1 Picture-phone
2 Visitors' chairs	
2 Filing cabinets	
Shelving	
Secretary's Office	
1 Desk	1 Typewriter, electric
1 Desk chair	1 Picture-phone
1 Visitor's chair	
2 Filing cabinets	
Shelving	
Computer Control	
5 Chairs	5 Computer terminals
	1 Central processing unit
	2 Magnetic tape units
	1 Mass storage unit
	1 Drum memory unit
	2 Disc storage units
	1 Tape controller
	1 Random access controller
	1 Communications control multichannel
	1 Hi-speed printer
	1 M.I.C.R. controller
	1 Card punch
	1 Card reader
	1 Digital plotter
Work Space	
6 Work desks	
6 Desk chairs	

General		Special
	Course-writing Area	
3 Large work tables		1 TAV
6 Chairs		
	Two Consultants' Offices	
2 Desks		2 Picture-phones
2 Desk chairs		
4 Visitors' chairs		
Shelving		
	Service Area	
2 Work benches		1 Tool board
4 Stools		

DIAL-ACCESS STORAGE AND RETRIEVAL CENTER

Space requirements include	Sq. Ft.
1. Three Staff Offices	360
2. Offices for Two Clerical Assistants	220
3. Control Center	2,500
4. Audio and Videotape Duplicating Rooms	200
5. Storage Space: 2500 Videotapes or Films, 5000 Audiotapes	700
6. Four Desks for Graduate Assistants	240
	4,220

Equipment requirements include:

General	Special
Three Staff Offices	
1 Desk for Storage and Retrieval Technician	1 FTB with TAV availability in 3 offices
1 Desk chair	3 Picture-phones
1 Desk for Technical Assistant for audio	
1 Desk chair	
1 Desk for Technical Assistant for video	
1 Desk chair	
3 Filing cabinets	
Shelving	
Two Clerical Assistants Offices	
2 Desk	
2 Desk chairs	
Control Center	
25 Transmission islands	25 Television cameras
25 Stools	25 Slide projectors
	25 Film projectors
	25 Tape recorders (video)
	25 Tape recorders (audio)
Duplication Room	
2 Stools	4 Videotape recorders
	4 Audiotape recorders
Film/Tape Storage	
Shelving (240 Sq. Ft.)	
Graduate Assistants' Space	
4 Desks	1 TAV
4 Desk chairs	1 Picture-phone

TECHNOLOGICAL MAINTENANCE, RESEARCH, AND EVALUATION CENTER

This section should be as close as possible to the media production and the dial-access control rooms, for speeding repair service, and for minimizing the distance large equipment must be moved. For this latter reason, this maintenance area should be near the elevators.

	Space requirements include:	Sq. Ft.
1.	Office for a Maintenance Technician. Storage space for catalogs and equipment, supplies, materials, a small library of texts related to instructional technology, diagrams for wiring of all equipment, and blueprints associated with space and technological installation and maintenance.	180
2.	Secretarial office.	90
3.	Conference Room for three to four persons	150
4.	Workshop area, separated by sound-proof walls; space for six Technicians; benches, space for test equipment; space for technological items brought in for repair and maintenance work.	600
5.	Desk space for three Technicians to direct the development of technological innovations. Facilities for testing equipment; workshop with tools	300
		1,320

Equipment requirements include:

General	Special
Maintenance Technician's Office	
1 Technician's desk	1 TAV
1 Desk chair	1 Picture-phone
3 Filing cabinets	
Shelving	
Secretarial Office	
1 Secretary's desk	1 Picture-phone
1 Desk chair	
2 Visitors' chairs	
2 Filing cabinets	
Shelving	
Conference Room	
1 Conference table to seat 4	1 TAV
4 Conference chairs	1 Picture-phone

General	Special
Workshop	
3 Large work benches	3 TV monitors for checking the system
6 Technicians' desks	1 Toolboard
6 Desk chairs	
3 Filing cabinets	
Shelving	
Technological Innovations Office	
3 Technicians' desks	1 TV monitor
3 Desk chairs	1 Toolboard
1 Work bench	
3 Stools	
3 Filing cabinets	
Shelving	

STUDENT PERSONNEL CENTER

Space requirements include:	Sq. Ft.
1. Reception Area	90
2. Office of Advisor for Student Personnel	120
3. Two Offices for Full-time Clerical Assistants	180
4. Three Offices for Student Counselors	360
	750

Equipment requirements include:

General	Special
Reception Area	
4 Reception room chairs	
Office of Advisor for Students	
1 Desk	1 TAV
1 Desk chair	1 Picture-phone
2 Visitors' chairs	
2 Filing cabinets	
Shelving	
Two Offices for Clerical Assistants	
2 Desks	1 TAV
2 Desk chairs	2 Picture-phones
2 Visitors' chairs	
2 Filing cabinets	
Shelving	
Three Offices for Student Counselors	
3 Desks	1 FTB with TAV access to computerized student records in 3 offices
3 Desk chairs	
6 Visitors' chairs	
6 Filing cabinets	
Shelving	

VISITOR RECEPTION AREA

Space requirements include:	Sq. Ft.
1. Reception Area	180
2. Auditorium to seat 40	360
3. Restrooms	200
	740

Equipment requirements include:

General	Special
Reception Area	
1 Receptionist's desk	1 Picture-phone
1 Receptionist's chair	1 Typewriter, electric
1 Desk for Public Information Graduate Assistant	2 Table lamps
1 Chair	
4 Comfortable chairs	
2 Comfortable couches	
2 Lamp tables	
Auditorium	
40 Auditorium seats	Simulation screens
1 Lectern	1 TAVe
	2 Picture-phones

WETEP ADMINISTRATION

	Space requirements include:	Sq. Ft.
1.	Reception area	200
2.	Offices for Director of WETEP and Administrative Assistant	240
3.	Offices for Coordinator of Instruction and Administrative Assistant	240
4.	Offices for Coordinator of Development and Research and Administrative Assistant	240
5.	Offices for Business Manager, Administrative Assistant, Assistant for the Budget, and Assistant for Administrative Relations with Local Schools	450
6.	Secretarial Office for Four Full-time Secretaries	360
7.	Faculty Conference Room to Accommodate 25-35 Persons	250
		1,980

Equipment requirements include:

General	Special
Reception Room	
4 Comfortable chairs	2 Table lamps
2 Lamp tables	
Two Offices: Director of WETEP and Administrative Assistant	
2 Desk	1 TAV
2 Desk chairs	2 Picture-phones
4 Visitors' chairs	
4 Filing cabinets	
Shelving	
Two Offices: Coordinator of Instruction and Administrative Assistant	
2 Desks	1 TAV
2 Desk chairs	2 Picture-phones
4 Visitors' chairs	
4 Filing cabinets	
Shelving	
Two Offices: Coordinator of Development and Research and Administrative Assistant	
2 Desks	1 TAV
2 Desk chairs	2 Picture-phones
4 Visitors' chairs	
4 Filing cabinets	
Shelving	

General	Special
Four Offices: Business Manager, Administrative Assistant, Assistant for the Budget, Assistant for Administrative Relations with Local Schools	
4 Desks	1 FTB with TAV availability to four offices
4 Desk chairs	4 Picture-phones
8 Visitors' chairs	
8 Filing cabinets	
Shelving	
One Office: Four Secretaries	
4 Secretarial desks	4 Typewriter, electric
4 Desk chairs	4 Picture-phones
4 Visitors' chairs	
8 Filing cabinets	
Conference Room	
1 Conference table to seat 30	1 TAVe
30 Conference chairs	1 Picture-phone

SUMMARY OF SPACE REQUIREMENTS

Instructional Program Space	
A. Learning Center and Laboratories	11,250
B. Seminar & Media Reception Rooms	5,900
C. Conference Rooms	2,730
D. Faculty Offices	4,920
Staff Offices	
E. Supporting	2,940
F. Clerical	2,560
G. Administration	1,650
H. Work Space	10,100
N. Student-Faculty Lounge	1,200
	43,540
Development and Research Space	
I. Administrative Offices	480
J. Supporting Staff	1,110
K. Clerical Staff	510
L. Conference Space	270
M. Work Space	2,400
O. Auditorium	360
Q. Reception (Visitors)	180
	5,310
Total space	48,850